DOCUMENT RESUME

ED 109 441 CE 004 288

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TITLE	DWI [Driving While Intoxicated] Law Enforcement Training Project; Evaluation Aids Packet and Media Log.
INSTITUTION	Michigan State Univ., East Lansing. Highway Traffic Safety Center.
SPONS AGENCY	National Highway Traffic Safety Administration (DOT), Washington, D. C.
PUB DATE	Aug 74
NOTE	171p.; For related documents, see CE 003 240, CE 003 517, CE 003 144; document index is misnumbered
EDRS PRICE	MF-$0.76 HC-$3.24 PLUS POSTAGE
DESCRIPTORS	Alcohol Education; Course Evaluation; *Drinking; Evaluation Methods; Job Training; *Law Enforcement; Police; Program Guides; *Resource Guides; *Student Evaluation; Testing; *Tests
IDENTIFIERS	*Police Training

ABSTRACT

The evaluation packet was prepared for use in the Driving While Intoxicated (DWI) Law Enforcement Training Course. A brief introduction explains the nature and use of the packet. Student evaluation materials consist of 150 test items, an assortment of student response cards for various course topics, and materials and procedures for conducting a controlled drinking exercise. The course evaluation form lists 30 statements about the course which respondents use to record their agreement or disagreement. The instructional aids log identifies and describes the 54 filmstrips, 11 video tape recordings, and 61 transparencies used in the course. (JR)

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DWI
Law Enforcement Training
EVALUATION AIDS PACKET

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DWI LAW ENFORCEMENT TRAINING PROJECT

EVALUATION AIDS PACKET AND MEDIA LOG

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National Highway Traffic Safety Administration

Contract DOT-HS-334-3-645

With

Michigan State University

Highway Traffic Safety Center

East Lansing, Michigan

August 1974

FOREWORD

For many years there has been a growing concern about the level of alcohol enforcement activities and recognition of the need for DWI Law Enforcement Training. Although some training units have been incorporated in a few police academies, primarily in chemical testing and arrest procedure, little had been done to develop courses of instruction for law enforcement officers in dealing with alcohol related offenses per se.

In order to provide this needed curriculum, the Michigan Office of Highway Safety Planning awarded a contract to the Highway Traffic Safety Center in 1972 to develop and test an alcohol enforcement training program for law enforcement officers. The Highway Traffic Safety Center was then awarded a contract by the National Highway Traffic Safety Administration in July, 1973, to convert the Michigan Police Alcohol Training Course materials into an instructional package that could be used in states other than Michigan. Three field trials were conducted to test the revised training package and one to assess potential problems in the use of the package.

The DWI Law Enforcement Training program consists of the following basic materials: (1) Instructor's Manual, which contains lesson plans, learning activities, course content and teaching strategies; (2) Student Manual, which is intended to serve as a workbook to assist the trainee in successfully completing the course; (3) Course Guide, which gives an overview of the instructional program; (4) Packet of Instructional Aids, which contains films, video tapes and transparencies; (5) Packet of Evaluation Instruments, which contains forms used in student and course evaluation; and (6) Final Report, which describes the project.

The DWI Law Enforcement Training program, when implemented nationally, should improve the alcohol enforcement activities of law enforcement officers.

ACKNOWLEDGMENTS

The documents and packets for the DWI Law Enforcement Training Course were prepared by the staff of the Highway Traffic Safety Center at Michigan State University for the National Highway Traffic Safety Administration.

Fourteen months (July 1973 - August 1974) were allotted to complete the project which required a tremendous level of effort involving several members of the HTSC staff and other resource personnel. Each of the individuals listed in the following project participants roster made a contribution to some phase of the project.

Preparation of course materials involved the services of many agencies. Filming the many detection clues was materially assisted by assigned personnel of the East Lansing Police Department; Ingham County Sheriff's Department; Michigan Department of State Police; and the Michigan State University Department of Public Safety.

Preparation of additional instructional aids (video tapes) concerning the case presentation portion of the curriculum involved the personnel and facilities of the Michigan Attorney General's Office; Lansing Police Department; and the Lansing District Court.

Assistance was rendered by the Department of Psychiatry, College of Human Medicine, Michigan State University, concerning medical problems likely to be encountered while performing alcohol enforcement duties. The Marathon County (Wisconsin) Sheriff's Department furnished assistance on this topic as well as did the Marathon-Cheboygan Counties Alcohol Safety Action Project.

The Governor's Representatives for Highway Traffic Safety and their staffs in Texas, Washington and Alaska provided funds to cover travel and subsistence costs for conducting field trials of training course. The Commissions for Law Enforcement Education and Training in Texas and Washington, the Central Texas ASAP and the Alaska State Troops served as hosts for the field trials.

The project staff is indebted to the above agencies for the assistance provided in the development and testing of this curriculum. Agency personnel are to be commended as well for the interest demonstrated in bringing this research effort to a successful conclusion.

The Instructor's Manual and the Student Manual for the course were prepared by Carnahan, Holmes, Keyes, Stemler and Dreveskracht with the assistance of other project staff members. The Course Guide and the Final Report were written by the Principal Investigator, Carnahan.

The Instructional Aids Packet for the course was prepared by Apps, Shinn and Nelson of the HTSC staff with the assistance of several staff members. In addition to the development of instructional materials, Shinn and Apps edited and produced the several documents and packets of the project.

The Evaluation Aids Packet for the course was prepared by Carnahan, Price and Dreveskracht with the assistance of other project staff members.

DWI LAW ENFORCEMENT TRAINING

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DWI ENFORCEMENT TRAINING
EVALUATION AIDS PACKET AND MEDIA LOG

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PART I
INTRODUCTION

Nature and Purpose of Evaluation

Historically, educational programs and products have been developed and used without a systematic objective evaluation. As the technology of education has emerged, especially since World War II, the need for reliable and accurate information about programs and products has become increasingly apparent. Evaluation is the process that provides such information. Unlike basic or pure research, evaluation is not done for its own sake. It must be useful. And to be useful, evaluation cannot stop with the rational collection and analysis of data -- value judgments are involved.

The Process of Evaluation

The general model of the evaluation process consists of five interrelated steps:

1. Defining the purpose of evaluation.
2. Determining the kinds of information that should be collected.
3. Collecting and analyzing the information.
4. Drawing conclusions from the information.
5. Making decisions.

Defining the purpose of evaluation. Evaluation can be used to assess the needs of educational systems; to rate those systems; to rate administrators of those systems, teachers and students; and to appraise instructional programs and materials. In each instance, many evaluation designs are possible, but the design selected will be determined by the detailed purpose or purposes of the evaluation. If the specific purposes of the evaluation are not clear, participants may work at contradictory tasks and an inadequate evaluation will result.

Instructional programs and products can be evaluated on a number of characteristics: their effects on students, their cost, the attitudes of instructors toward the programs, their effects on the community, their disturbance of student and instructor roles, and the institutional changes they require. A limited amount of time and money can be given to evaluation, so significant characteristics to be assessed must be selected and balanced against the time and cost required to collect information.

Determining what kinds of information should be collected. Some desirable information may be too expensive or time-consuming to gather; some may be impossible to gather because the techniques are not available. If irrelevant or spurious information is collected, then the utility of the evaluation is lost. Again, one must balance the desirable against the feasible.

Not only must one determine the general nature of the information to be collected, but must also select or create the means of doing so. If one decides to evaluate the learning that results

from an instructional program, a way must be found to measure that learning. When evaluating on the basis of program cost, you need some way of estimating the real cost. When evaluating the effects of institutional change, unobtrusive measures may have to be identified or created to measure that change.

Collecting and analyzing the information. The reliability of information is sometimes diminished in collection. Collection of information calls for the scheduling, quality control and, frequently, for editing. The evaluation plan must be coordinated with the activities of others. People must be trained in the administration of testing instruments. In nearly all instances, information must be carefully checked before being analyzed.

Data analysis should be carefully planned before information is collected. Many an evaluator has been surprised to find that no useful analysis is possible from the information he has collected.

Drawing conclusions from the information. After information is collected and analyzed, the evaluator must answer the questions posed at the beginning of the process (i.e., what happened? who did what? when and why? and of what value was the product or the program?).

Sometimes strong evidence will exist on which conclusions can be based or data may be mixed, and conclusions appear less clear. No foolproof procedure for drawing conclusions exists. Conclusions are like "reasoned arguments." An investigator presents supportive data of the case he is making and also reports

other data that are nonsupportive. Sometimes the information may be so mixed that no definite conclusions are possible.

Making decisions. Education exists in a political and social context. Education decisions often have political and social effects. Those making decisions must take these effects into account. The information gathered and the conclusions drawn are of limited utility unless they provide information relevant to the context in which the decision is to be made.

Evaluators themselves may have biases and values that influence their conclusions and judgments. They may consider an innovation a meaningless fad; they may dislike a new instructional program because it threatens their role and their self-image; they might find a new emphasis in education, like instruction by computers, intellectually repellent.

Summary

Evaluation procedures are typically designed to improve the quality of instructional programs whether through the evaluation of materials, classroom organization or instructor performance. The primary purpose of evaluation is facilitating decisions making in instructional programs and projects. The criteria used in assessing the adequacy of evaluation are completeness, comprehensiveness and relevance to information needs and decisions to be made. In other words, utility.

Nature of DWI Enforcement Training Evaluation Packet

Introduction

Evaluation in the DWI training course is a dual level activity, i.e., student evaluation and program evaluation. The first level, the evaluation of the student officer's performance in the training activity, is for the purpose of recording and reporting their achievement. This is done by recording scores from the pre-test, post-test and student response cards and assigning an overall grade. This level of evaluation is necessary for measuring student achievement but provides only information regarding the quality of the presentation of the training package.

The second level of evaluation is concerned with gathering information about the quality of the training activity. This requires a more comprehensive approach.

A close examination of student demographic data, an analysis of the student/officer responses on the Course Evaluation, and observation by the training staff may reveal problems in the training activity. These problems may be: (1) the amount and type of material presented, (2) the type and nature of the presentation, or (3) result from inappropriate management strategies.

An analysis of student responses on test items often reveals areas where instruction can be improved. Emerging patterns of poor achievement in a particular area may suggest a close examination of both the instructor and his instructional materials and techniques. Consistent negative responses on certain items of

the Course Evaluation may indicate a problem with the training activity which may require a modification of techniques, strategies, personnel or facilities.

Another method of gathering information for making decisions about the quality of training is to use an instructional evaluation by a course monitor to assess the training activities closely and record in detail any perceived problems which may negatively affect student learning or attitude.

It must be emphasized that evaluation of materials, instructors, methods and facilities is an ongoing process, which when built into the regular course routine results in the most effective, efficient training activity.

Nature of Evaluation Aids Packet and Instructional Media Log

The student evaluation aids prepared for the DWI enforcement training course consists of pre and post test items and numerous student response cards. The test items are listed by topic area to permit the instructor to select the cognitive questions for the subject matter he intends to cover. The instructor should select those items he intends to use and prepare a pre and post test prior to starting the course. The student response cards are designed to measure the skills learned during the various lab sessions of the course and should all be reproduced and used. A detailed discussion of the nature and use of both the test items and student response cards is in Part II.

The course evaluation aid designed for the DWI enforcement training course is a student course evaluation form. The nature and use of this form is discussed in Part III.

An instructional Media Log was designed for the course and identifies the content detail that appears on the fifty four 16 mm film situations and the eleven video tape segments. This log will assist the instructor in: (1) planning and preparing the various presentations, (2) conducting the various lab sessions, and (3) assessing student achievement. The nature and use of the Instructional Media Log is discussed in detail in Part IV.

Use of DWI Enforcement Training Evaluation Packet

A complete set of the evaluation aids that were prepared for the DWI enforcement training course has been provided the instructor in this Packet. Each of these aids will have to be reproduced in sufficient number prior to conducting the course. In addition to reproduction of necessary evaluation materials, the instructor needs to plan the use of these materials in his presentations. He needs to know: (1) why they are used, (2) where they are used, (3) when they are used, and (4) how they are used.

Each content topic in the Instructor's Manual is introduced by a learning objective that identifies the expected student performance at the completion of the topic. The evaluation aids are designed to measure this achievement.

Each topic in the Instructor's Manual has one or more teaching strategies which tell the instructor where, when and how to use the various evaluation and media aids. A detailed discussion on how to use the various items in the training package is in the following sections.

PART II

STUDENT EVALUATION

Pre and Post-Test

This section consists of a description of the test items, instructions in the use of the pre and post-test items, a list of the items themselves and an answer sheet for preparation of a scoring key.

The first decision to be made regarding student evaluation is whether to use a pre-test. The purpose of the pre-test is to measure the entry level of the students in order to be able to measure the individual student achievement during the course. If the instructor is only concerned with final student performance and is not concerned with how the student learned this performance, the pre-test may be omitted from the package. The following instructions assume the use of the pre-test.

Nature of Test Items

There are 150 multiple choice test items listed on the following pages covering the cognitive information presented in the DWI enforcement training program. These items are identified by topic number. Any of the items may be selected for use in the pre and post-tests. The pre-test and the post-test are constructed from the same test items arranged in a different order to reduce rote response.

If certain topics are not to be covered in the course, then the selection of test items to be used should reflect that decision. Also if certain issues are not to be stressed in class, the items might not be used. Topics may be stressed by using more test items or de-emphasized by using less.

The items selected by the instructor which cover the content of the topics being taught should then be assembled in an examination format. They can be reproduced in a loose leaf (memo) format or printed into a test booklet.

Responses to multiple choice test items may be recorded on the examination, in the test booklet, or on a separate answer sheet. Whichever way they are recorded, they may be scored either by hand or by the use of a scoring machine or an optical scanner. Use of a separate answer sheet is the most economical and it permits the examinations or test booklets to be used a number of times and the scoring process can be carried out much more efficiently.

Any separate answer sheet can readily be adopted for hand scoring. All that is required is an overlay stencil with holes punched corresponding to the right answers. The stencil can be very simply and cheaply prepared by punching out the proper spaces on a copy of the answer sheet itself or it can be made of transparent plastic (overhead transparency of the answer sheet filled out correctly) over-printed with an answer key, so that responses in the correct locations can be easily counted. A count is made of correct answers marked on the answer sheet and

appearing through the holes of the overlay stencil. The answer sheet must be scanned for double marking of items.

Use of Test Items

Before the Test

The following tasks should be performed before the test is given:

1. Have examinations and answer sheets reproduced.
2. See that the tests are on hand well in advance of the date on which they are to be used.
3. Check quantity and quality of test immediately upon receipt. Correct for any shortages.
4. Develop answer key(s) for test scoring.
5. Store materials in a secure place.
6. Become familiar with test and answers so that questions from students can be answered.
7. Take precautionary steps to make certain that the physical environment for examination is as near the optimum as possible.
8. Make arrangements so that there will be no interruptions or distractions during the testing period. Persons should not come into, or go out of, the room unless absolutely necessary.

During the Test

The following tasks should be performed during the test:

1. Seat the students.
2. Inform the students about the examination and its purposes in a manner that will motivate them and encourage their cooperation without creating undue anxiety.
3. Supply all students with examinations, pencils and answer sheets.
4. Give directions slowly and clearly in a voice that is loud enough to be heard throughout the room. Assume a businesslike and efficient attitude that will command attention, but do not be severe. Remember, some students become nervous when faced with an examination.
5. Have students fill in preliminary information on their answer sheets (name, date, department, etc.).
6. Have students proceed with the test.
7. Move about the room occasionally to see that the students are working on the examination, but do not stand gazing over an examinee's shoulder so long that he becomes self-conscious, and do not move nervously from examinee to examinee. Present a reassuring manner -- smile occasionally.
8. Do not allow necessary disciplinary actions to disrupt the examinees. The sole purpose of discipline during the test is to keep everyone working at his maximum all the time with a minimum of disturbance from all sources, <u>including</u> the examiner.

9. Make it clear that no questions will be answered during the test except in event of faulty materials.

After the Test

The following tasks should be carried out after the test:

1. Collect the answer sheets, examinations and pencils.
2. Count to see that all materials have been returned.
3. Alphabetize answer sheets and check the paper against the class list, if required.
4. See that the answer sheets are prepared for scoring and data analysis.
5. Return all test materials to secure storage.
6. Post and record student scores.

DWI ENFORCEMENT COURSE

Test Items

		Topic #
1.	Alcohol is absorbed: a) Through the stomach walls. b) Through the small intestine. c) By the lungs. d) All of the above.	2.1.2
2.	Alcohol when ingested is: a) Digested. b) A stimulant. c) Absorbed directly into the bloodstream. d) All of the above.	2.1.2
3.	Most of the alcohol absorption takes place: a) Through the stomach walls. b) Through the small intestine. c) Through the lungs. d) In the liver.	2.1.2
4.	The absorption rate of alcohol is most greatly reduced if a person eats: a) Starches. b) Fats. c) Proteins. d) Carbohydrates.	2.1.2
5.	The process of metabolism may best be defined as: a) Oxidation of alcohol. b) Stimulant to digestion. c) Conversion of alcohol into sugar. d) Entrance of alcohol into bloodstream.	2.1.2
6.	Alcohol is metabolized primarily in: a) The stomach. b) The small intestine. c) The liver. d) The lungs.	2.1.2

24

Topic #

7. Oxidation alters alcohol in that: 2.1.2

   a) It increases the degree of intoxication.
   b) It decreases the degree of intoxication.
   c) It no longer causes intoxication.

8. Oxidation of alcohol can be speeded up by: 2.1.2

   a) Drinking coffee.
   b) Taking a brisk walk.
   c) Acquiring more oxygen, deep breathing.
   d) All of the above.
   e) None of the above.

9. Some alcohol is eliminated from the body chemically unchanged by: 2.1.2

   a) The kidneys.
   b) The breathing process.
   c) Through perspiration.
   d) All of the above.

10. The various physiological processes by which alcohol is handled by the body are: 2.1.2

   a) Neuromuscular, absorption, chemistetic.
   b) Absorption, metabolism, elimination.
   c) Metabolis, hereditary, psychological.
   d) Absorption, elimination, psychological.

11. Four variables which affect the BAC are: 2.1.2

   a) Time, sex, weight and stomach content.
   b) Profession, weight, time and stomach content.
   c) Amount, age, time and weight.
   d) Time, amount, weight and stomach content.

12. Tolerance to alcohol: 2.1.3

   a) Is a result of difference in alcohol metabolism.
   b) Is primarily dependent on age and sex.
   c) Occurs in an individual with previous exposure.
   d) All of the above.

13. The explanation for tolerance to alcohol is: 2.1.3

   a) Delayed absorption.
   b) Decreased penetration in nervous system.
   c) Increased tissue tolerance.
   d) All of the above.

Topic #

14. Tolerance most frequently occurs at BACs not exceeding: 2.1.3

a) .10%.
b) .15%.
c) .18%.
d) .22%.

15. The more drinking episodes a person has experienced: 2.1.3

a) The more his BAC changes.
b) The better he is able to compensate for the effects of alcohol.
c) The lesser his drinking tolerance.
d) All of the above.

16. Tolerance can be dependent upon: 2.1.3

a) Sex.
b) Age.
c) Experience.
d) All of the above.

17. Vision is substantially impaired in all subjects when the BAC exceeds: 2.1.4

a) .02%.
b) .05%.
c) .10%.
d) .15%.

18. Most experts agree that there is observable impairment of brain function when the BAC exceeds: 2.1.4

a) .02%.
b) .05%.
c) .10%.
d) .15%.

19. The drinking and driving problem results from: 2.2.2

a) Acceptable road use but deviant alcohol use.
b) Acceptable alcohol use but deviant road use.
c) Deviant use of both alcohol and roads.
d) All of the above.

20. The approximate number of people killed on highways in the nation annually is: 2.2.3

a) 38,000.
b) 45,000.
c) 50,000.
d) 60,000.

26

Topic #

21. What proportion of the fatal accidents are alcohol related? 2.2.3

a) 1/4.
b) 1/3.
c) 1/2.
d) 3/4.

22. During his lifetime, the average driver has what kind of a chance of being involved in an accident with an alcohol impaired driver? 2.2.3

a) 1 chance in 10.
b) 1 chance in 7.
c) 1 chance in 4.
d) 1 chance in 2.

23. During his lifetime, the average driver has what kind of a chance of being involved in a fatal accident with an alcohol impaired driver? 2.2.3

a) 1 chance in 10.
b) 1 chance in 7.
c) 1 chance in 4.
d) 1 chance in 2.

24. Accident records serve as indicators in that: 2.2.3

a) All accidents are reported.
b) Potential accidents are known.
c) Drivers are prone to report DWI drivers involved.
d) They provide guides for enforcement action.
e) All of the above.

25. When a BAC of .10% is reached, the accident probability is: 2.2.3

a) 3 times as great.
b) 7 times as great.
c) 14 times as great.
d) 25 times as great.
e) 36 times as great.

26. When a BAC of .15% is reached, the accident probability is: 2.2.3

a) 3 times as great.
b) 7 times as great.
c) 14 times as great.
d) 25 times as great.
e) 36 times as great.

27

Topic #

27. What percent of the adult population over 21 years of age report that they drink alcoholic beverages: 3.1.3

a) 35%.
b) 50%.
c) 65%.
d) 80%.

28. The approximate number of drinks (1 oz. of 86 proof) required to reach .10% BAC consumed by a 175 lb. person in one hour are: 3.1.3

a) 2.
b) 4.
c) 6.
d) 8.
e) 10.

29. Research conducted on drinking drivers (roadside checks) disclose that what percent of all drivers at all hours had been drinking? 3.1.3

a) 2%.
b) 6%.
c) 12%.
d) 18%.

30. Drinking driver roadside surveys further disclose what percent of all drivers on road have BACs = .10%? 3.1.3

a) Less than 1%.
b) 1% - 2%.
c) 2% - 4%.
d) 4% - 8%.
e) 12%.

31. Trip destination studies of drinking drivers indicate that most drivers were: 3.1.4

a) Enroute to a social function or event.
b) Enroute to a private party or friend's home.
c) Enroute to a bar.
d) Enroute home.

28

Topic #

32. With regard to the assessment of subject characteristics which might contribute to the subject's drinking experience, which of the following does not belong? 3.1.4

a) Age.
b) Dress.
c) Sex.
d) Social class.
e) Occupation.

33. Drinking driver roadside surveys further disclose that of those drivers who had been drinking what percent had BACs = .10%? 3.1.5

a) 2% - 4%.
b) 6% - 12%.
c) 12% - 38%.
d) 40% - 50%.

34. There appears to be considerable evidence that the deterrent effect of increased alcohol enforcement is: 3.1.6

a) Very effective.
b) Somewhat effective.
c) Moderately effective.
d) Of little or no effect.

35. Most drinking is done at what location? 3.2.3

a) Home.
b) Friend's or relative's house.
c) Private parties.
d) Social functions.

36. Drinking at what locations results in highest BACs? 3.2.3

a) Home.
b) Bar.
c) Friend's or relative's house.
d) Private parties.
e) Social functions.

37. Drinking drivers may be on any street or highway, but are more likely to be found: 3.2.3

a) On less heavily traveled roads.
b) On main traffic boulevards.
c) On residential streets.
d) In central business district.

Topic #

38. The highest incidence of drinking and driving is found to be during what hours? 3.2.4

a) 7 pm - 9 pm.
b) 9 pm - 11 pm.
c) 10 pm - 12 pm.
d) 12 midnight - 2 am.
e) 1 am - 3 am.

39. The highest proportion of drinking-drivers is found: 3.2.4

a) In the later afternoon on heavily traveled roads.
b) During early morning hours and on less traveled roads.
c) In the evening on moderately traveled roads.
d) All of the above.

40. Spot maps can be used for determining: 3.2.5

a) High accident locations.
b) Type of accidents.
c) Specific problem areas.
d) All of the above.

41. The average DWI driver, while committing on the average of _____ DWI violations per year, will drive _____ years before being arrested for DWI. 4.1.3

a) 3, 1/2.
b) 10, 1.
c) 25, 2.
d) 80, 3-3/4.

42. Vigorous patrolling for DWI will result in: 4.1.3

a) More traffic stops.
b) More citations.
c) More verbal warnings.
d) More DWI arrests.
e) All of the above.

43. Generally speaking, effective alcohol enforcement activities around the country result in: 4.1.3

a) Increases in numbers of persons apprehended.
b) Decrease in average BAC of persons arrested.
c) Decrease in number of accidents involving drinking drivers.
d) All of the above.

Topic #

44. Various types of detection methods have been practiced for traffic law enforcement. Which one is used most frequently? 4.1.4

a) Surveillance of driving behavior.
b) Stopping vehicle for non-moving violation.
c) Apprehending drivers involved in accidents.
d) Use of roadside check lanes.

45. Which detection method is used with the least frequency? 4.1.4

a) Surveillance of driving behavior.
b) Stopping vehicle for non-moving violation.
c) Apprehending drivers involved in accidents.
d) Use of roadside check lanes.

46. Which detection method focuses on prevention of the problem? 4.1.4

a) Surveillance of driving behavior.
b) Stopping vehicle for non-moving violation.
c) Apprehending drivers involved in accidents.
d) Use of roadside check lanes.

47. Stopping drivers for roadside checks is a good DWI control method because: 4.1.4

a) It emphasizes prevention of the problem.
b) It makes good use of selective enforcement recognition factors.
c) It satisfies completely the concept of reasonable cause.
d) All of the above.

48. The four detection phases utilized in alcohol enforcement have numerous detection clues relating to vehicle maneuvers and human behaviors. The sum of these clues for all detection phases is approximately: 4.1.5

a) 100.
b) 250.
c) 325.
d) 445.

49. Enforcement decisions are made: 4.1.5

a) In the field.
b) Occasionally delayed for follow-up.
c) In the station.
d) All of the above.

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Topic #

50. An enforcement decision for drinking and driving violation is: 4.1.5

a) To stop a drinking-driver suspect.
b) To observe driver error and wait for additional evidence.
c) To arrest a drinking-driver suspect.
d) All of the above.

51. Most clues that depict drinking and driving are usually: 4.1.5

a) Obvious.
b) Apparent.
c) Subtle.
d) Undetectable.

52. Once a drinking driver suspect has been identified (detected), the subsequent detection activities are to: 4.1.5

a) Reinforce initial opinion.
b) Determine reasonable cause.
c) Analyze nature of case.
d) All of the above.

53. Clues that depict use of alcohol and permit the officer to detect driving impairment are: 4.1.5

a) Observed erratic driving behavior.
b) Manner in which subject stops vehicle when contacted.
c) Response of subject to officer's questions.
d) Appearance of subject's person and condition.
e) All of the above.

54. An officer who is conscientious about his alcohol enforcement activities will most often: 4.1.5

a) Conduct a physical arrest.
b) Cite errant driver for violation.
c) Admonish errant driver and release.
d) None of the above.

55. Which of the following does not belong with the other statements? 4.1.5

a) Locating drinking driver to institute enforcement action.
b) Permitting treatment of problem drinking driver.
c) Establishing framework for investigative activities.
d) Laying foundation for cumulative evidence.

Topic #

56. Which of the following methods is not used for detecting drinking driver? 4.1.5

a) Surveillance or observing driving behavior.
b) Stopping violators for nonmoving violations.
c) Investigation of motor vehicle accidents.
d) Patrolling residential areas in community.
e) Stopping drivers for roadside checks (roadblocks).

57. Straddling a solid double yellow line is an example of a/an: 4.2.3

a) Identification clue.
b) Reinforcement clue.
c) Stress clue.
d) Investigation clue.

58. Saturday night, 2 p.m., central business district, light traffic, 4-lane, curbed blacktop is an example of conditions of a/an: 4.3.3

a) Identification clue.
b) Reinforcement clue.
c) Stress clue.
d) Investigation clue.

59. Departmental policies on alcohol enforcement will: 4.3.3

a) Determine the expectations of the officer's performance.
b) Determine the limitations of the officer's performance.
c) Stimulate and assist the imaginative officer.
d) None of the above.
e) All of the above.

60. Use of _____ by individual patrol officers in the alcohol enforcement task is an important responsibility. 4.3.4

a) Imagination.
b) Interpretation.
c) Discretion.
d) Prudence.

61. When a police officer has identified a potential DWI driver, the appropriate decision is to: 4.3.5

a) Stop the vehicle for investigation.
b) Look for more erratic driving behavior.
c) Look for field contact detection clues.
d) Initiate arrest action.

Topic #

62. Within the total DWI enforcement process, the relationship of detection clues to the environment and other factors is: 4.4.3

a) Of no consequence.
b) Of little consequence.
c) Moderately important.
d) A most important consideration.

63. Stopping of subject's car in traffic lane after a slow response to officer's direction is an example of a/an: 5.1.3

a) Identification clue.
b) Reinforcement clue.
c) Stress clue.
d) Investigation clue.

64. The odor of alcohol is an example of a/an: 5.1.4

a) Identification clue.
b) Reinforcement clue.
c) Stress clue.
d) Investigation clue.

65. The accumulation of DWI detection clues leads to: 5.1.4

a) Independent documentation.
b) Substantiation of previous interpretations.
c) Requiring additional evidence.
d) Any one of the above.

66. An example of an enforcement alternative is: 6.2.3 7.2.3

a) Arrest.
b) Cite.
c) Release.
d) Seek additional evidence.
e) All of the above.

67. Basic enforcement decisions are made by an officer in alcohol enforcement in how many circumstances? 6.2.3

a) One.
b) Two.
c) Three.
d) Four.

		Topic #
68.	Two types of human behavior clues often observed at the scene of an accident that depict a DWI driver are: a) Reluctance and disorientation. b) Confident in speech but unsure in actions. c) Sudden change of emotion and unprovoked hostility. d) Hazard perception and driver indifference.	7.1.3
69.	Which of the following violations calls for the issuance of a citation as the most effective enforcement action: a) Hazardous violations of rules of the road. b) Serious vehicle equipment violations. c) Driver license violations. d) Registration violations. e) All of the above.	8.1.3
70.	In any suspected DWI offense an enforcement consideration is whether: a) The driver is driving on a suspended or revoked license. b) The subject's vehicle has hazardous equipment. c) Sufficient evidence exists to support the issuance of a citation. d) All of the above.	8.1.3
71.	In a high BAC state, when the ears and lips become bluish and very pale, these should be clues to the officer that the: a) Subject's circulation is failing. b) Subject is nauseated. c) Subject is in insulin shock. d) None of the above.	8.2.3
72.	If subject lapses into coma, he must have treatment to prevent death within: a) 20-30 minutes. b) 5-10 hours. c) Same day. d) Any time period, will not die.	8.2.3
73.	Death from overdose of alcohol is due to: a) Extended state of unconsciousness. b) Paralysis of respiratory center. c) Strangulation from vomitus. d) Failure of liver to oxidize ingested beverage.	8.2.3

Topic #

74. Alcohol usually causes the aggressive, socio-pathic driver to: 8.2.3

a) Become more relaxed.
b) Be more aggressive.
c) Stay off the roads.
d) None of the above.

75. An acetone odor on subject's breath may be caused by: 8.2.4

a) Concussion of the brain.
b) Diabetes.
c) Food poisoning.
d) Starvation.
e) All of the above.

76. A symptom that resembles an intoxicated like state is: 8.2.4

a) Coma.
b) Flushed face.
c) Drowsiness.
d) Speech disorder.
e) All of the above.

77. The depressive effect of relatively large amounts of alcohol may cause: 8.2.5

a) Insulin shock.
b) Failure of the respiratory system.
c) Diabetic coma.
d) All of the above.

78. Unless a chemical test shows that a subject's system contains sufficient alcohol to account for his actions, never admit a person to jail when: 8.2.6

a) He cannot walk a straight line.
b) His breathing is labored.
c) He seems to have impaired balance.
d) All of the above.

79. A person detained in jail as intoxicated should be inspected: 8.2.6

a) Twice each hour.
b) Hourly.
c) Every two to four hours.
d) At each change of watch.
e) As frequently as possible.

Topic #

80. Take every person involved in a collison and arrested for any offense to a hospital for examination before committing him to jail: 8.2.6

a) In all cases.
b) If he complains of injury.
c) When facilities are readily available.
d) All of the above.

81. When a suspected intoxicated driver who has alcohol on his breath exhibits a card stating he is diabetic, the officer should first: 8.2.6

a) Administer a roadside sobriety test.
b) Administer a blood alcohol level test.
c) Take subject to doctor for examination.
d) Question subject further as to when he had last drink.

82. The availability of medical resources to the police officer is: 8.2.7

a) Dependent upon the officer's jurisdiction.
b) Related to the seriousness of the emergency.
c) Dependent upon pre-arranged emergency planning.
d) All of the above.

83. Which of the following conditions are not an element of the requirement to advise subject of his rights? 8.3.3

a) When determining subject's well being.
b) When focusing on offense.
c) When taking suspect into custody.
d) When eliciting incriminating information.

84. Which of the following is not administered to the subject as a Miranda right: 8.3.3

a) Right to remain silent.
b) Statements may be used against you.
c) Right to make phone call.
d) Right to talk to attorney before questioning.
e) Right to engage services of attorney of your choice.

Topic #

85. When is an appropriate time to advise subject of his rights? 8.3.3

a) Initial contact of subject.
b) First mention of drinking and driving.
c) Administering psychophysical tests.
d) Placing driver under arrest.
e) Any of the above.

86. When administering subject his rights, the officer should: 8.3.3

a) Read rights to subject.
b) Recite rights from memory.
c) Expedite this enforcement activity.
d) Base presentation on subject's condition.

87. Search of an arrested DWI suspect should be performed: 8.3.4

a) As soon as driver is contacted.
b) When focusing on crime.
c) Prior to transportation.
d) When arriving at the station.

88. A search need not be conducted on a: 8.3.4

a) Well dressed business executive.
b) A docile housewife.
c) An elderly and demure school teacher.
d) All of the above.
e) None of the above.

89. Generally, the extent of search of a female subject is: 8.3.4

a) Prohibited by law.
b) Determined by policy.
c) Determined by officer's own moral code.
d) All of the above.

90. The juvenile DWI suspect should be handled: 8.3.4

a) In similar manner as adult.
b) In same manner as female.
c) In special manner designed for youth offender.
d) According to nature of crime.

Topic #

91. In transporting the female subject: 8.3.4

a) One officer can usually handle the situation.
b) If two officers are available, both should be in the front seat during transport.
c) Time and mileage checks should be made with the dispatcher.
d) An initial search is usually made because the suspect may be hiding either evidence or a weapon.

92. An intoxicated subject is secured for transport to: 8.3.4

a) Protect the officer.
b) Prevent the escape of the subject.
c) Protect the subject.
d) All of the above.

93. Field notes serve several purposes. Which of the following statements is <u>incorrect</u>: 8.4.3

a) Good notes reduce dependence on memory of case.
b) Immediate note taking reduces chances of omitting information.
c) Adequate notes permit checking questionable evidence.
d) Proper use permits obtaining overlooked evidence.
e) Procedural law prohibits use of notes in court.

94. The use of recording equipment in alcohol enforcement: 8.4.3

a) Necessitates informing subject of use of recording equipment.
b) Does not materially add to officer's case.
c) Can be used in court to impeach defendant's testimony.
d) Creates procedural problems when used in evidence.
e) Reduces the number of guilty pleas.

95. When a physician examines a DWI suspect and thus is a witness to his condition: 8.4.3

a) Your credibility as an investigator is endangered.
b) It will reduce the chance of a guilty plea.
c) Nothing of consequence will be added to your case.
d) It will generally provide corroborative evidence to your case.

		Topic #
96.	Which of the following should you be familiar with in the suspect's case jacket/file? a) Check out procedures. b) Return of evidence. c) Completeness. d) All of the above.	8.5.3
97.	The driving record of a drinking driver suspect serves several purposes. Which of the following is incorrect? a) Aids in preparation of your case. b) Permits seeking the proper charge. c) Increases chances of obtaining prosecution. d) Provides full driving record for court. e) Provides evidence at trial.	8.5.3
98.	A pre-arrest check on the status of the driver's license is usually requested: a) During field contact. b) When transporting suspect. c) Upon arrival at the station. d) After booking suspect.	8.5.3
99.	In conducting a criminal history check, if the suspect is a resident of the state or area, the history check should be made of the: a) State central identification bureau files. b) Arresting agency's files. c) Appropriate local agencies. d) All of the above.	8.5.4
100.	The most significant record check results are obtained when: a) A driving record check is made. b) A criminal record check is made. c) Both of the above. d) None of the above.	8.5.4
101.	Psychophysical tests in alcohol enforcement are used as: a) Aids in decision making. b) Corroborative evidence. c) Establishing probable cause. d) All of the above. e) None of the above.	9.1.3

Topic #

102. Psychophysical tests for alcohol impairment can be beneficial: 9.1.3

a) In identifying high BAC, over .15%.
b) In identifying moderate BAC, .10% - .14%.
c) In identifying low BAC, .05% - .10%.
d) All of the above.

103. Use of psychophysical tests is a policy decision of: 9.1.3

a) Police department.
b) Prosecutor.
c) Courts.
d) All of the above.

104. The degree of recognizable psychophysical impairment by alcohol is directly proportional to: 9.1.3

a) Blood alcohol concentration.
b) Tolerance.
c) Kind of beverage ingested.
d) All of the above.

105. The degree of recognizable psychophysical impairment by alcohol is <u>indirectly</u> proportional to: 9.1.3

a) Blood alcohol concentration.
b) Tolerance.
c) Kind of beverage ingested.
d) All of the above.

106. Psychophysical testing should begin: 9.1.3

a) Immediately upon apprehending suspect.
b) When officer focuses on offense.
c) Prior to transportation.
d) In the station.

107. Psychophysical tests should consist of: 9.1.3

a) Evaluating subject's appearance and condition.
b) Evaluating subject's mental state.
c) Evaluating subject's coordination ability.
d) Evaluating subject's ability to follow instructions.
e) All of the above.

Topic #

108. Second level psychophysical evaluations: 9.1.3

a) Occur while the driver is still seated in the car.
b) Require the cooperation of the driver to exit from the vehicle.
c) Will evaluate in detail the mental and physical condition of the subject.
d) None of the above.

109. The habitual drinker or alcoholic could conceivably pass all but which of the following tests? 9.1.4

a) Finger-to-nose test.
b) Blood alcohol level test.
c) Balance test.
d) Heel-to-toe test.
e) Alphabet test.

110. Identify the alcohol impairment clue that relates most directly to the subject's physical condition: 9.1.4 10.3.4

a) Judgment.
b) Equilibrium.
c) Comprehension.
d) Concentration.

111. The standard for psychophysical evaluations: 9.1.4

a) Is the best performance that any impaired driver should be able to do on the evaluations.
b) Usually results in the officer making a decision from one single evaluation.
c) Should be such that they can be performed successfully by the average sober person.
d) None of the above.

112. Psychophysical evaluations: 9.1.4

a) Are specially selected and administered for the purpose of providing identifiable symptoms of driver impairment.
b) Provide the police officer with unqualified differences between the impaired driver and the average sober person.
c) Are perfect indicators of the reasons behind the impairment.
d) All of the above.

Topic #

113. Experience has shown that drinking driving arrests hold up best in court if the officer: 9.2.3

a) Obtained witnesses to the roadside sobriety test.
b) Does not become excited during cross examination.
c) Has AIR form completed.
d) Has recorded what he observed.

114. In most state statutes chemical test results are: 11.1.3

a) Conclusive proof of DWI.
b) Corroborative evidence.
c) Indicative of time of arrest.
d) All of the above.

115. The amount of alcohol in the blood is determined directly by: 11.1.3

a) Blood test.
b) Breath test.
c) Urine test.
d) All of the above.

116. A primary use of chemical analysis is to: 11.1.3

a) Verify the observations, examinations and tests performed upon a subject arrested for driving under the influence.
b) Provide conclusive proof of driving under the influence.
c) Both of the above.
d) Neither of the above.

117. Breath tests may be used to analyze: 11.1.4

a) Ethyl alcohol.
b) Acetone.
c) Barbiturates.
d) All of the above.

118. In what instances would a blood test be the <u>least</u> desirable? 11.1.4

a) When subject is hospitalized due to accident.
b) When there is evidence of drugs as well as alcohol.
c) When desiring immediate results.
d) When subject has severe case of emphysema.
e) When subject is dead.

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Topic #

119. The only chemical test that a subject has a legal right to refuse without jeopardizing loss of driver's license is: 11.1.4

a) Blood test.
b) Breath test.
c) Urine test.
d) None of the above.

120. For alcohol determination, the least accurate chemical test is: 11.1.4

a) Blood test.
b) Breath test.
c) Urine test.
d) None of the above, each being equally accurate.

121. When obtaining a specimen for urine analysis, how much time must officer allow between first and second voiding of subject's bladder? 11.1.4

a) 5 minutes.
b) 15 minutes.
c) 30 minutes.
d) 1 hour.

122. Which of the following tests has the following characteristics: (1) The test's only purpose is to determine the amount of ethyl alcohol in a person's blood, (2) unique feature is providing immediate reliable results, (3) has minimal pre-test expense, (4) involves only law enforcement agencies in the collection and analysis of sample? 11.1.4

a) Breath test.
b) Blood test.
c) Urine test.
d) All of the above.

123. Which of the following tests has the following characteristics: (1) Requires that a sample be taken in a medical environment, (2) historically has had greater acceptability by courts and the public, (3) eliminates any immediate feedback, (4) requires more activity on the part of the arresting officer: 11.1.4

a) Breath test.
b) Blood test.
c) Urine test.
d) None of the above.

Topic #

124. Withdrawal of blood for analysis of blood alcohol content can only be conducted by which of the following persons: 11.1.5

a) Medical technician.
b) Registered nurse.
c) Licensed physician.
d) All of the above.

125. When administering the breath test, a subject must be: 11.1.5

a) Observed for a few minutes prior to test.
b) Permitted only to drink water.
c) Observed for 20 minutes prior to test.
d) Forced to cooperate with officer.

126. When preparing subject to take breath test, he will only be permitted to: 11.1.5

a) Smoke.
b) Drink.
c) Chew gum.
d) All of the above.
e) None of the above.

127. When administering the urine test: 11.1.5

a) The officer should be sure that the label on the sample bottle is filled out and initialed by a physician or nurse.
b) Sample should be collected and packaged in state approved alcohol determination kit.
c) Specimen can be collected by officer.
d) All of the above.

128. In administering the breath test: 11.1.5

a) The officer must observe the subject for 20 minutes prior to the test.
b) Breath testing operator should be aware of any medical problem such as acute emphysema or abnormally high body temperatures-
c) The officer should administer the test as soon after the arrest as possible.
d) All of the above.

Topic #

129. How much time must a subject be allowed from time of advisement of chemical test rights in which to decide if he wants to refuse or submit to chemical test? 11.2.3 11.2.5

a) 15 minutes.
b) 30 minutes.
c) 1 hour.
d) 2 hours.

130. If a suspect refuses to submit to a chemical test requested by an officer: 11.2.4

a) He will be expected to select test of his own choosing.
b) He may be assumed to be intoxicated.
c) He must pay for his own BAC analysis.
d) He may lose his driver's license.
e) None of the above.

131. The accused can be advised of the opportunity to have additional tests within a reasonable period of time. Which of the following does not belong in the advisement: 11.2.5

a) Advised of right to additional test.
b) Need not take any other tests.
c) Tests to be conducted by person of own choosing.
d) Results to be considered with other competent evidence.

132. The License Appeal Board in most states can legally concern itself with the following points with what exception? 11.2.5

a) If officer has reasonable grounds for arrest.
b) If subject was placed under arrest for DWI.
c) If subject was advised of rights for chemical test.
d) If subject refused chemical test.
e) None of the above are exceptions.

133. Case law has upheld all but one of the following concerning implied consent, which is the exception? 11.2.5

a) The arrested person need only submit to one chemical test.
b) The police can demand that driver submit to blood test.
c) The driver cannot demand the right to specify who will administer chemical test.
d) The driver has a reasonable opportunity to obtain his own test.

Topic #

134. Prior to requesting a chemical test: 11.2.5

a) Subject must be under arrest.
b) Subject has a right to request a chemical test.
c) Subject has a right to refuse a test.
d) All of the above.

135. You have stopped a 140-pound woman shortly after she left the drinking establishment where she claims to have had only three cocktails with friends since 5:00 p.m. It is now 6:15 p.m. What would be her approximate BAC? 12.1.2

a) .02%.
b) .05%.
c) .07%.
d) .10%.
e) .12%.

136. A 200-pound man that you have stopped as a possible DWI suspect tells you that he has consumed ten 12-ounce bottles of beer during the past two hours. What would be his approximate BAC? 12.1.2

a) .08%.
b) .10%.
c) .16%.
d) .20%.
e) .22%.

137. For a male weighing 175 lbs, the ingestion of 5 ounces of 86 proof of alcoholic beverage in one hour generally results in a BAC of: 12.1.2

a) .05%.
b) .08%.
c) .10%.
d) .12%.
e) .14%.

138. Testimonial requirements of the arresting officer include: 13.1.2

a) Manner of operation of vehicle by suspect.
b) Results of observation and interrogation of suspect.
c) Procedures employed in arrest of suspect.
d) All of the above.

Topic #

139. The BAC level for being presumed legally "Under the Influence" is: 13.1.2

a) .05% or greater BAC.
b) .10% or greater BAC.
c) .13% or greater BAC.
d) None of the above.

140. Which of the following is an element of DWI: 13.1.3

a) Under the influence.
b) On public highway, or area open to public, or parking area.
c) Driving a vehicle.
d) All of the above.

141. The essential elements of the state's DWI case include: 13.1.3

a) Proper arrest procedure.
b) Suspect was operating.
c) Observation and interrogation.
d) All of the above.

142. In the case of People vs. Miller, 357 Mich. 400: 13.1.4

a) Urine test results were held to be admissible.
b) Films were admitted in court.
c) The reliability of the breath test was established.
d) The right of the subject to choose a particular test was established.
e) The right of subject to additional tests.

143. In the review of the nature and purpose of implied consent legislation, which of the following was found to be true: 13.2.2

a) It was not based upon sound legal foundation.
b) Implied consent was a new law.
c) Every motorist deemed to have given consent.
d) All of the above.

Topic #

144. As a condition of the privilege of driving a motor vehicle upon the highways of this state, every motorist was deemed to have given his consent to a chemical test of his blood, breath or urine to determine blood alcohol concentration if charged with driving while in an intoxicated condition, that if he was so charged and refused to submit to a test, no test was given, but his privilege to drive within the state was to be revoked because of his refusal to abide by this condition upon which the privilege was based. This statement applies to: 13.2.3

a) Miranda rights.
b) Chemical tests.
c) A strong definition of DWI.
d) Implied consent law.

145. In the case of State vs. Baker, Washington, 1969: 13.2.4

a) Urine test results were held to be admissible.
b) Films were admitted in court.
c) The reliability of breath test was established.
d) The right of subject to choose particular test was established.
e) The right of subject to additional tests.

146. An officer will create a more favorable impression with a jury if he: 14.1.2

a) Quotes the vehicle code when necessary.
b) Makes some favorable comment about the defendant.
c) Was immaculately dressed.
d) Demonstrates a profound memory.

147. The factor that most likely will result in the acquittal of a defendant by a jury is: 14.1.2

a) A moderate level of blood alcohol.
b) Inconclusive testimony of testifying officer.
c) Relative number of men on the jury.
d) Veracity of the defense counsel.

148. A recommendation for giving testimony is: 14.1.2

a) If you don't know answer, say so.
b) Avoid nervous or disturbing mannerisms.
c) Testify to facts and events witnessed only.
d) All of the above.

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Topic #

149. When the defense counsel asks the testifying officer what first drew his attention to the defendant he: 14.1.3

a) Is primarily testing the memory of the officer.
b) May be laying a basis for impeaching officer's later testimony.
c) Expects officer not to remember or to hedge on reply.
d) Knows there was probably a combination of factors involved.

150. Typical excuses offered to account for the alleged violation include: 14.1.3

a) Tuning the radio.
b) Person or animal on road.
c) Defective vehicular component.
d) Interference from drunken passenger or a child.
e) All of the above.

DWI Enforcement Course

Test Item Answer Sheet

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16	d	41	d	66	e	91	c	116	a	141	b
17	c	42	e	67	b	92	d	117	a	142	a
18	c	43	d	68	c	93	e	118	c	143	c
19	c	44	a	69	e	94	c	119	a	144	d
20	c	45	d	70	d	95	d	120	c	145	c
21	c	46	d	71	a	96	c	121	c	146	b
22	d	47	a	72	b	97	e	122	a	147	b
23	a	48	d	73	b	98	a	123	b	148	d
24	d	49	d	74	b	99	d	124	d	149	d
25	b	50	d	75	b	100	c	125	c	150	e

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Student Response Cards

Nature and Use of Student Response Cards

This section covers the nature, purpose and use of the student response cards as well as the use of several learning aids used in the DWI enforcement training course. The various response cards prepared for the course are at the end of this section.

The utility and value of the student response cards is predicated on the manner and extent of directions that are given the students in the use of the card. The use of each card should be explained in detail to the students before they attempt to use them with the visuals. Preliminary information such as name and number should be filled in before the films are shown to expedite the use of the cards.

Answer keys for the student response forms are not provided in the package for the instructor. Each instructor should prepare his own keys from the media logs and film. This will enable the instructor to become more familiar with the content, media and response forms prior to instructing the course.

Student Response Card for Topic 4.2.3

The purpose of response card 4.2.3 is to enable the student to record the identification detection clues that he sees on the 16 mm film situations covering this topic. He is to identify the major and secondary clues. Many times the major clue is considerably more important than the other clues involved and should be separated so that the instructor knows the students are putting

the emphasis on the right behavior. When identifying other secondary clue categories some students will get more and some less but basically the major clue should be picked up by all students. It is important in describing the use of this card to instruct the students to write down fully the clue he is describing to help the learning process.

Student Response Card for Topic 4.4.3

Student Response Card 4.4.3 permits the students to list the identification detection clues in the same manner as Topic 4.2.3. In addition to the detection clues, the students are asked to describe the environmental aspects regarding the situation.

It is important that this form is understood. For example, under roadway conditions the card calls for total lanes. This can mean turning lanes in certain situations as well as traffic lanes. There can be several checks in this column. The student could check blacktop, divided, limited access, uncurbed, shoulder, dry and loose material all under roadway. The objective of response card 4.4.3 that the instructor should relate to the student is the listing of the environmental clues; especially those that relate to the driving behaviors and help build their case for stopping the driver.

The last column on the card is a decision column. This is the first time in the film lab sessions that the student has to make a decision based on the filmed situations. The choices are wait (checked when the student would wait for more clues by observing for a longer time the suspect's driving behavior),

stop (checked when the student would stop the driver at this point), and disregard (checked when the behavior exhibited by the suspect is such that the student would no longer observe or pay any attention to the suspect).

Student Response Card for Topic 5.1.3

Student Response Card 5.1.3 is designed to elicit Phase II apprehension clues only. There are no Phase I identification clues involved. The student is instructed that there has been a reason to stop the car and the film situation starts at the point of turning on the overheads to signal the driver to stop. This is to allow the student to concentrate on the Phase II clues. The card has room for listing the various Phase II clues that are exhibited in the film situation.

Student Response Card for Topic 5.1.5

Student Response Card 5.1.5 is designed to elicit responses for clue combinations, i.e., Phase I and Phase II clues combined. The card permits the student to list separately the Phase I identification clues and the Phase II apprehension clues. The film situations will depict a DWI incidence from the initial observation through the suspect stopping his vehicle and the student should be able to list the Phase I and II clues on these response cards.

Student Response Card for Topic 6.2.3

Student Response Card 6.2.3 is designed to enable the student to respond to Phase I, Phase II and Phase III clues excluding

psychophysical evaluations. The student first lists those Phase I clues that he sees by listing the major clues and any others that he notes. The student then lists the Phase II clues that he sees.

Phase III investigation clues for the most part are check off type responses. Some of these responses need a verbal clue from the film situation. For example, if the odor of alcoholic beverages on breath is not mentioned on the film there is no way for the student to check that column. In some film situations the student might be able to see the eyes and face of the subject or that might be mentioned in the film. In other situations this might be difficult for them to determine. Other columns, such as speech, clothes and attitude can be checked by the student in any film situation.

There are many types of descriptors that could be used to describe different attitude clues. The ones listed on response card 6.2.3 are those most commonly used in either descriptions and/or standard report forms used in law enforcement. Nevertheless, there still could be differences in the use of these descriptors in describing the same attitude. It is important that the student be impressed with the importance of listing observations that are not in the check off columns.

Under the other important observations column on the response card the students will list such things as open containers, admissions by the subject, etc. These observations are important investigation clues for building the officer's case.

The next column on the response card is a decision column. The first decision choice is to arrest the subject for DWI. The second choice is to wait for additional evidence prior to making an enforcement decision, e.g., the administration of psychophysical tests. The third decision choice is to cite the subject for a traffic offense that he committed and release him. The fourth decision choice is to release the subject without citation. There may be an admonishment administered to the subject before releasing but no other enforcement action taken.

Student Response Card for Topic 10.4.3

Student Response Card 10.4.3 is designed to elicit responses on Phase I, Phase II and Phase III clues and psychophysical evaluations. There are response items on both sides (front and back) of the card for each situation. The front side of the card is basically the same as that for Topic 6.2.3. There are three additional columns, however, on this side of the card.

One additional column is the ability to follow instructions. During the film situation the subject will be given instructions by the officer. The extent of the subject's ability to comprehend and follow those instructions is to be determined by the student and his response recorded in this column. The second additional column is for assessing subject's behavior walking from the car. This denotes the subject's ability to walk from the car to the place where the tests are administered. The third additional column is to assess subject's standing. This is to describe the subject's ability to stand while being given instructions and between the different tests that are administered.

On the back of response card 10.4.3 are columns with headings for each psychophysical evaluation that is given to the subject for that film situation. There is check off space for the student to denote the ability of the subject to do a specific test. Certain tests utilize both a right and a left side so these have separate columns for checked responses.

Under each check off response there is room to list other observations. It is important to stress to the students that the mental clues exhibited during the tests and other observations of the subject during the test should be listed in these columns. In addition it is not only the errors on the test but how the subject goes about it that gives clues to his state of intoxication. There is also a column as in Topic 6.2.3 for other observations during this process and/or the interrogation of the subject.

The last two columns that are listed on the back side of the form are columns for the degree of impairment. In one column the student checks the level of impairment he estimates for the subject. This correlates with blood alcohol concentration of the subject. The other column is another enforcement decision column. There are only three decision choices on this card because there is no longer a wait choice since a decision to either arrest, cite or release has to be made at this time.

Learning Aid for Topic 14.1.2

This learning aid (Student Response Card 14.1.2) is for use with the video tape segment on direct evidence of court testimony. It is used to help the student identify the important points of

the testimony as presented in the tape segment. This aid is divided into two sections, one for the student to identify the good responses and actions made by the testifying officer and the other for recording officer error. It is important that the student be able to recognize good points in case presentation as well as being able to recognize the bad, inappropriate actions made by the testifying officer. In the first video tape segment the good and bad practices are the major responses that the student should be identifying and listing on this aid.

Learning Aid for Topic 14.1.3

This learning aid (Student Response Card 14.1.3) is to be used with the three cross-examination segments of the video tape on case presentation. It has a column for the student to list the defense tactics used in the cross-examination and another column for the student to describe how he would cope with that tactic. This aid will enable the student to become more familiar with defense tactics in DWI cases and be better prepared to testify in court.

Score _____ of _____

Name _____

_____

TOPIC: 4.2.3 Phase I -- Identification Clues

Situation	Response
1 Demo	Major Clue (Behavior): _____ _____ Other Clues: 1. _____ 2. _____ 3. _____ 4. _____
2 Demo	Major Clue (Behavior): _____ _____ Other Clues: 1. _____ 2. _____ 3. _____ 4. _____

Score _____ of _____

Name _____

_____

TOPIC: 4.2.3 Phase I -- Identification Clues

Situation	Response
3 Practice	Major Clue (Behavior): _____ _____ Other Clues: 1. _____ 2. _____ 3. _____ 4. _____
4 Practice	Major Clue (Behavior): _____ _____ Other Clues: 1. _____ 2. _____ 3. _____ 4. _____

Score _____ of _____

Name _____

_____

TOPIC: 4.2.3 Phase I -- Identification Clues

Situation	Response
5 Practice	Major Clue (Behavior): _____ _____ Other Clues: 1. _____ 2. _____ 3. _____ 4. _____
6 Test	Major Clue (Behavior): _____ _____ Other Clues: 1. _____ 2. _____ 3. _____ 4. _____

Score _____ of ___

Name _____

_____

TOPIC: 4.2.3 Phase I -- Identification Clues

Situation	Response
7 Test	Major Clue (Behavior): _____ _____ Other Clues: 1. _____ 2. _____ 3. _____ 4. _____
8 Test	Major Clue (Behavior: _____ _____ Other Clues: 1. _____ 2. _____ 3. _____ 4. _____

Score _____ of _____

Name_____

#_____

TOPIC: 4.2.3 Phase I -- Identification Clues

Situation	Response
9 Test	Major Clue (Behavior): _____ _____ Other Clues: 1. _____ 2. _____ 3. _____ 4. _____
10 Test	Major Clue (Behavior): _____ _____ Other Clues: 1. _____ 2. _____ 3. _____ 4. _____

Score ____ of ____ Name _____

TOPIC: 4.4.3 Stress Clues

Situation	Response
11 Demo	**Clue (Behavior)** Major: _____ _____ _____ Others: 1. _____ 2. _____ 3. _____

Roadway

- ☐ Concrete
- ☐ Blacktop
- ☐ Gravel
- ☐ Unimproved
- __ Total Lanes
- ☐ Divided
- ☐ Median
- ☐ Undivided
- ☐ Limited Access
- ☐ Center Turn Lane
- ☐ Intersection

- ☐ Curbed
- ☐ Uncurbed
- ☐ Shoulder
- ☐ Dry
- ☐ Wet
- ☐ Muddy
- ☐ Snowy
- ☐ Icy
- ☐ Loose Material
- ☐ Traffic Control Devices
- ☐ Parked Vehicles

Traffic

- ☐ Light
- ☐ Medium
- ☐ Heavy
- ☐ Vehicle
- ☐ Bicycle
- ☐ Pedestrian
- ☐ Cross Traffic

Environment

- ☐ Rural
- ☐ Residential
- ☐ Urban
- ☐ Suburban
- ☐ Light Business
- ☐ Central Business District
- ☐ Industrial
- ☐ Recreational

Light

- ☐ Daylight
- ☐ Darkness
- ☐ Dawn
- ☐ Dusk
- ☐ Street Lights
- ☐ No Street Lights

Weather

- ☐ Clear
- ☐ Cloudy
- ☐ Raining
- ☐ Snowing
- ☐ Fog
- ☐ Sleet

Time

____ : ____ Hours

_____ Day

Decision

- ☐ Wait
- ☐ Stop
- ☐ Disregard

Score _____ of _____

Name _____

_____

TOPIC: 4.4.3 Stress Clues

Situation	Response
12 Demo	**Clue (Behavior)** Major: _____ _____ _____ Others: 1. _____ 2. _____ 3. _____ **Roadway** ☐ Concrete ☐ Blacktop ☐ Gravel ☐ Unimproved __ Total Lanes ☐ Divided ☐ Median ☐ Undivided ☐ Limited Access ☐ Center Turn Lane ☐ Intersection ☐ Curbed ☐ Uncurbed ☐ Shoulder ☐ Dry ☐ Wet ☐ Muddy ☐ Snowy ☐ Icy ☐ Loose Material ☐ Traffic Control Devices ☐ Parked Vehicles **Traffic** ☐ Light ☐ Medium ☐ Heavy ☐ Vehicle ☐ Bicycle ☐ Pedestrian ☐ Cross Traffic **Environment** ☐ Rural ☐ Residential ☐ Urban ☐ Suburban ☐ Light Business ☐ Central Business District ☐ Industrial ☐ Recreational **Light** ☐ Daylight ☐ Darkness ☐ Dawn ☐ Dusk ☐ Street Lights ☐ No Street Lights **Weather** ☐ Clear ☐ Cloudy ☐ Raining ☐ Snowing ☐ Fog ☐ Sleet **Time** _____:_____ Hours _____ Day **Decision** ☐ Wait ☐ Stop ☐ Disregard

Score _____ of _____

Name _____

_____

TOPIC: 4.4.3 Stress Clues

Situation	Response
13 Practice	

Clue (Behavior)

Major: _____

_____

_____

Others:

1. _____
2. _____
3. _____

Roadway

- ☐ Concrete
- ☐ Blacktop
- ☐ Gravel
- ☐ Unimproved

__ Total Lanes

- ☐ Divided
- ☐ Median
- ☐ Undivided
- ☐ Limited Access
- ☐ Center Turn Lane
- ☐ Intersection
- ☐ Curbed
- ☐ Uncurbed
- ☐ Shoulder
- ☐ Dry
- ☐ Wet
- ☐ Muddy
- ☐ Snowy
- ☐ Icy
- ☐ Loose Material
- ☐ Traffic Control Devices
- ☐ Parked Vehicles

Traffic

- ☐ Light
- ☐ Medium
- ☐ Heavy
- ☐ Vehicle
- ☐ Bicycle
- ☐ Pedestrian
- ☐ Cross Traffic

Environment

- ☐ Rural
- ☐ Residential
- ☐ Urban
- ☐ Suburban
- ☐ Light Business
- ☐ Central Business District
- ☐ Industrial
- ☐ Recreational

Light

- ☐ Daylight
- ☐ Darkness
- ☐ Dawn
- ☐ Dusk
- ☐ Street Lights
- ☐ No Street Lights

Weather

- ☐ Clear
- ☐ Cloudy
- ☐ Raining
- ☐ Snowing
- ☐ Fog
- ☐ Sleet

Time

_____:_____ Hours

_____ Day

Decision

- ☐ Wait
- ☐ Stop
- ☐ Disregard

09

93

Score _____ of _____

Name _____

_____

TOPIC: 4.4.3 Stress Clues

Situation	Response

14
Practice

Clue (Behavior)

Major: _____

_____

_____

Others:

1. _____
2. _____
3. _____

Roadway

- ☐ Concrete
- ☐ Blacktop
- ☐ Gravel
- ☐ Unimproved
- __ Total Lanes
- ☐ Divided
- ☐ Median
- ☐ Undivided
- ☐ Limited Access
- ☐ Center Turn Lane
- ☐ Intersection
- ☐ Curbed
- ☐ Uncurbed
- ☐ Shoulder
- ☐ Dry
- ☐ Wet
- ☐ Muddy
- ☐ Snowy
- ☐ Icy
- ☐ Loose Material
- ☐ Traffic Control Devices
- ☐ Parked Vehicles

Traffic

- ☐ Light
- ☐ Medium
- ☐ Heavy
- ☐ Vehicle
- ☐ Bicycle
- ☐ Pedestrian
- ☐ Cross Traffic

Environment

- ☐ Rural
- ☐ Residential
- ☐ Urban
- ☐ Suburban
- ☐ Light Business
- ☐ Central Business District
- ☐ Industrial
- ☐ Recreational

Light

- ☐ Daylight
- ☐ Darkness
- ☐ Dawn
- ☐ Dusk
- ☐ Street Lights
- ☐ No Street Lights

Weather

- ☐ Clear
- ☐ Cloudy
- ☐ Raining
- ☐ Snowing
- ☐ Fog
- ☐ Sleet

Time

____:____ Hours

_____ Day

Decision

- ☐ Wait
- ☐ Stop
- ☐ Disregard

Score ____ of ____

Name _____

_____

TOPIC: 4.4.3 Stress Clues

Situation	Response

15
Practice

Clue (Behavior)

Major: _____

_____

_____

Others:

1. _____
2. _____
3. _____

Roadway

- ☐ Concrete
- ☐ Blacktop
- ☐ Gravel
- ☐ Unimproved

__ Total Lanes

- ☐ Divided
- ☐ Median
- ☐ Undivided
- ☐ Limited Access
- ☐ Center Turn Lane
- ☐ Intersection
- ☐ Curbed
- ☐ Uncurbed
- ☐ Shoulder
- ☐ Dry
- ☐ Wet
- ☐ Muddy
- ☐ Snowy
- ☐ Icy
- ☐ Loose Material
- ☐ Traffic Control Devices
- ☐ Parked Vehicles

Traffic

- ☐ Light
- ☐ Medium
- ☐ Heavy
- ☐ Vehicle
- ☐ Bicycle
- ☐ Pedestrian
- ☐ Cross Traffic

Environment

- ☐ Rural
- ☐ Residential
- ☐ Urban
- ☐ Suburban
- ☐ Light Business
- ☐ Central Business District
- ☐ Industrial
- ☐ Recreational

Light

- ☐ Daylight
- ☐ Darkness
- ☐ Dawn
- ☐ Dusk
- ☐ Street Lights
- ☐ No Street Lights

Weather

- ☐ Clear
- ☐ Cloudy
- ☐ Raining
- ☐ Snowing
- ☐ Fog
- ☐ Sleet

Time

____:____ Hours

_____ Day

Decision

- ☐ Wait
- ☐ Stop
- ☐ Disregard

62

53

Score _____ of _____

Name _____

_____

TOPIC: 4.4.3 Stress Clues

Situation	Response

16
Test

Clue (Behavior)

Major: _____

_____

_____

Others:

1. _____

2. _____

3. _____

Roadway

- ☐ Concrete
- ☐ Blacktop
- ☐ Gravel
- ☐ Unimproved
- __ Total Lanes
- ☐ Divided
- ☐ Median
- ☐ Undivided
- ☐ Limited Access
- ☐ Center Turn Lane
- ☐ Intersection
- ☐ Curbed
- ☐ Uncurbed
- ☐ Shoulder
- ☐ Dry
- ☐ Wet
- ☐ Muddy
- ☐ Snowy
- ☐ Icy
- ☐ Loose Material
- ☐ Traffic Control Devices
- ☐ Parked Vehicles

Traffic

- ☐ Light
- ☐ Medium
- ☐ Heavy
- ☐ Vehicle
- ☐ Bicycle
- ☐ Pedestrian
- ☐ Cross Traffic

63

Environment

- ☐ Rural
- ☐ Residential
- ☐ Urban
- ☐ Suburban
- ☐ Light Business
- ☐ Central Business District
- ☐ Industrial
- ☐ Recreational

Light

- ☐ Daylight
- ☐ Darkness
- ☐ Dawn
- ☐ Dusk
- ☐ Street Lights
- ☐ No Street Lights

Weather

- ☐ Clear
- ☐ Cloudy
- ☐ Raining
- ☐ Snowing
- ☐ Fog
- ☐ Sleet

Time

_____:_____ Hours

_____ Day

Decision

- ☐ Wait
- ☐ Stop
- ☐ Disregard

Score _____ of _____

Name _____

_____

TOPIC: 4.4.3 Stress Clues

Situation	Response
17 Test	**Clue (Behavior)** Major: _____ _____ _____ Others: 1. _____ 2. _____ 3. _____

Roadway

- ☐ Concrete
- ☐ Blacktop
- ☐ Gravel
- ☐ Unimproved
- __ Total Lanes
- ☐ Divided
- ☐ Median
- ☐ Undivided
- ☐ Limited Access
- ☐ Center Turn Lane
- ☐ Intersection
- ☐ Curbed
- ☐ Uncurbed
- ☐ Shoulder
- ☐ Dry
- ☐ Wet
- ☐ Muddy
- ☐ Snowy
- ☐ Icy
- ☐ Loose Material
- ☐ Traffic Control Devices
- ☐ Parked Vehicles

Traffic

- ☐ Light
- ☐ Medium
- ☐ Heavy
- ☐ Vehicle
- ☐ Bicycle
- ☐ Pedestrian
- ☐ Cross Traffic

Environment

- ☐ Rural
- ☐ Residential
- ☐ Urban
- ☐ Suburban
- ☐ Light Business
- ☐ Central Business District
- ☐ Industrial
- ☐ Recreational

Light

- ☐ Daylight
- ☐ Darkness
- ☐ Dawn
- ☐ Dusk
- ☐ Street Lights
- ☐ No Street Lights

Weather

- ☐ Clear
- ☐ Cloudy
- ☐ Raining
- ☐ Snowing
- ☐ Fog
- ☐ Sleet

Time

_____:_____ Hours

_____ Day

Decision

- ☐ Wait
- ☐ Stop
- ☐ Disregard

64

(154)

Score _____ of _____

Name _____

_____

TOPIC: 4.4.3 Stress Clues

Situation	Response

18
Test

Clue (Behavior)

Major: _____

_____

_____

Others:

1. _____

2. _____

3. _____

Roadway

- ☐ Concrete
- ☐ Blacktop
- ☐ Gravel
- ☐ Unimproved
- __ Total Lanes
- ☐ Divided
- ☐ Median
- ☐ Undivided
- ☐ Limited Access
- ☐ Center Turn Lane
- ☐ Intersection
- ☐ Curbed
- ☐ Uncurbed
- ☐ Shoulder
- ☐ Dry
- ☐ Wet
- ☐ Muddy
- ☐ Snowy
- ☐ Icy
- ☐ Loose Material
- ☐ Traffic Control Devices
- ☐ Parked Vehicles

Traffic

- ☐ Light
- ☐ Medium
- ☐ Heavy
- ☐ Vehicle
- ☐ Bicycle
- ☐ Pedestrian
- ☐ Cross Traffic

Environment

- ☐ Rural
- ☐ Residential
- ☐ Urban
- ☐ Suburban
- ☐ Light Business
- ☐ Central Business District
- ☐ Industrial
- ☐ Recreational

Light

- ☐ Daylight
- ☐ Darkness
- ☐ Dawn
- ☐ Dusk
- ☐ Street Lights
- ☐ No Street Lights

Weather

- ☐ Clear
- ☐ Cloudy
- ☐ Raining
- ☐ Snowing
- ☐ Fog
- ☐ Sleet

Time

_____:_____ Hours

_____ Day

Decision

- ☐ Wait
- ☐ Stop
- ☐ Disregard

Score _____ of _____

Name _____

_____

TOPIC: 4.4.3 Stress Clues

Situation	Response
19 Test	

Clue (Behavior)

Major: _____

_____

_____

Others:

1. _____
2. _____
3. _____

Roadway

- ☐ Concrete
- ☐ Blacktop
- ☐ Gravel
- ☐ Unimproved

__ Total Lanes

- ☐ Divided
- ☐ Median
- ☐ Undivided
- ☐ Limited Access
- ☐ Center Turn Lane
- ☐ Intersection

- ☐ Curbed
- ☐ Uncurbed
- ☐ Shoulder
- ☐ Dry
- ☐ Wet
- ☐ Muddy
- ☐ Snowy
- ☐ Icy
- ☐ Loose Material
- ☐ Traffic Control Devices
- ☐ Parked Vehicles

Traffic

- ☐ Light
- ☐ Medium
- ☐ Heavy
- ☐ Vehicle
- ☐ Bicycle
- ☐ Pedestrian
- ☐ Cross Traffic

Environment

- ☐ Rural
- ☐ Residential
- ☐ Urban
- ☐ Suburban
- ☐ Light Business
- ☐ Central Business District
- ☐ Industrial
- ☐ Recreational

Light

- ☐ Daylight
- ☐ Darkness
- ☐ Dawn
- ☐ Dusk
- ☐ Street Lights
- ☐ No Street Lights

Weather

- ☐ Clear
- ☐ Cloudy
- ☐ Raining
- ☐ Snowing
- ☐ Fog
- ☐ Sleet

Time

_____ : _____ Hours

_____ Day

Decision

- ☐ Wait
- ☐ Stop
- ☐ Disregard

99

22

Score _____ of _____

Name _____

_____

TOPIC: 4.4.3 Stress Clues

Situation	Response

20
Test

Clue (Behavior)

Major: _____

_____

_____

Others:

1. _____
2. _____
3. _____

Roadway

- ☐ Concrete
- ☐ Blacktop
- ☐ Gravel
- ☐ Unimproved

__ Total Lanes

- ☐ Divided
- ☐ Median
- ☐ Undivided
- ☐ Limited Access
- ☐ Center Turn Lane
- ☐ Intersection
- ☐ Curbed
- ☐ Uncurbed
- ☐ Shoulder
- ☐ Dry
- ☐ Wet
- ☐ Muddy
- ☐ Snowy
- ☐ Icy
- ☐ Loose Material
- ☐ Traffic Control Devices
- ☐ Parked Vehicles

Traffic

- ☐ Light
- ☐ Medium
- ☐ Heavy
- ☐ Vehicle
- ☐ Bicycle
- ☐ Pedestrian
- ☐ Cross Traffic

Environment

- ☐ Rural
- ☐ Residential
- ☐ Urban
- ☐ Suburban
- ☐ Light Business
- ☐ Central Business District
- ☐ Industrial
- ☐ Recreational

Light

- ☐ Daylight
- ☐ Darkness
- ☐ Dawn
- ☐ Dusk
- ☐ Street Lights
- ☐ No Street Lights

Weather

- ☐ Clear
- ☐ Cloudy
- ☐ Raining
- ☐ Snowing
- ☐ Fog
- ☐ Sleet

Time

_____ : _____ Hours

_____ Day

Decision

- ☐ Wait
- ☐ Stop
- ☐ Disregard

67

212

Score _____ of _____

Name _____

_____

TOPIC: 4.4.3 Stress Clues

Situation	Response
21 Test	

Clue (Behavior)

Major: _____

_____

_____

Others:

1. _____
2. _____
3. _____

Roadway

- ☐ Concrete
- ☐ Blacktop
- ☐ Gravel
- ☐ Unimproved

__ Total Lanes

- ☐ Divided
- ☐ Median
- ☐ Undivided
- ☐ Limited Access
- ☐ Center Turn Lane
- ☐ Intersection
- ☐ Curbed
- ☐ Uncurbed
- ☐ Shoulder
- ☐ Dry
- ☐ Wet
- ☐ Muddy
- ☐ Snowy
- ☐ Icy
- ☐ Loose Material
- ☐ Traffic Control Devices
- ☐ Parked Vehicles

Traffic

- ☐ Light
- ☐ Medium
- ☐ Heavy
- ☐ Vehicle
- ☐ Bicycle
- ☐ Pedestrian
- ☐ Cross Traffic

Environment

- ☐ Rural
- ☐ Residential
- ☐ Urban
- ☐ Suburban
- ☐ Light Business
- ☐ Central Business District
- ☐ Industrial
- ☐ Recreational

Light

- ☐ Daylight
- ☐ Darkness
- ☐ Dawn
- ☐ Dusk
- ☐ Street Lights
- ☐ No Street Lights

Weather

- ☐ Clear
- ☐ Cloudy
- ☐ Raining
- ☐ Snowing
- ☐ Fog
- ☐ Sleet

Time

_____:_____ Hours

_____ Day

Decision

- ☐ Wait
- ☐ Stop
- ☐ Disregard

Score _____ of _____

Name _____

_____

TOPIC: 5.1.3 Phase II -- Apprehension Clues

Situation	Response
22 Demo	Phase I: Clues: None Phase II: Clues: 1. _____ 2. _____ 3. _____
23 Demo	Phase I: Clues: None Phase II: 1. _____ 2. _____ 3. _____
24 Demo	Phase I: Clues: None Phase II: 1. _____ 2. _____ 3. _____

Score _____ of _____

Name _____

_____

TOPIC: 5.1.4 Phase I and II -- Clue Combinations

Situation	Response
25 Practice	Phase I: Clues: 1. _____ 2. _____ 3. _____
	Phase II: Clues: 1. _____ 2. _____ 3. _____
26 Test	Phase I: Clues: 1. _____ 2. _____ 3. _____
	Phase II: Clues: 1. _____ 2. _____ 3. _____

Score _____ of _____

Name _____

_____

TOPIC: 5.1.4 Phase I and II -- Clue Combinations

Situation	Response
27 Test	Phase I: Clues: 1. _____ 2. _____ 3. _____
	Phase II: Clues: 1. _____ 2. _____ 3. _____
28 Test	Phase I: Clues: 1. _____ 2. _____ 3. _____
	Phase II: Clues: 1. _____ 2. _____ 3. _____
29 Test	Phase I: Clues: 1. _____ 2. _____ 3. _____
	Phase II: Clues: 1. _____ 2. _____ 3. _____

Score _____ of _____

Name _____

_____

TOPIC: 6.2.3 Phases I, II and III -- Accumulated Clues

Situation	Response
33 Demo	Phase I: Major Clue: _____ (Identification) _____ Others: 1. _____ 2. _____ 3. _____ Phase II: Clues: 1. _____ (Reinforcement) 2. _____ 3. _____

Phase III: (Investigation)

Breath (Alcohol Odor)
- ☐ Strong
- ☐ Moderate
- ☐ Faint
- ☐ None

Eyes
- ☐ Bloodshot
- ☐ Watery
- ☐ Sleepy
- ☐ Normal

Face
- ☐ Flushed
- ☐ Pale
- ☐ Normal

Speech
- ☐ Mumbled
- ☐ Thick Tongued
- ☐ Confused
- ☐ Slurred
- ☐ Incoherent
- ☐ Normal

Clothes
- ☐ Soiled
- ☐ Disarranged
- ☐ Normal

Attitude
- ☐ Combative
- ☐ Talkative
- ☐ Carefree
- ☐ Indifferent
- ☐ Insulting
- ☐ Defiant
- ☐ Profanity
- ☐ Unattentive
- ☐ Argumentative
- ☐ Defensive
- ☐ Nervous
- ☐ Cocky
- ☐ Sullen
- ☐ Hilarious
- ☐ Crying
- ☐ Cooperative
- ☐ Polite
- ☐ Quiet
- ☐ Slow Reaction
- ☐ Confused

Other Actions
- ☐ Hiccupping
- ☐ Belching
- ☐ Vomiting
- ☐ Fighting
- ☐ Unconcious
- ☐ Smokes (or tries)
- ☐ Eat or Chew (or tries)
- ☐ Drinks (or tries)
- ☐ Coughing

Walk From Car
- ☐ Stumbling
- ☐ Falling
- ☐ Needs Support
- ☐ Swaying
- ☐ Normal

Standing
- ☐ Swaying
- ☐ Falling
- ☐ Staggering
- ☐ Needs Support
- ☐ Normal

Score _____ of _____ Name _____

_____

TOPIC: 6.2.3 Phases I, II and III -- Accumulated Clues

Situation	Response
34 Demo	Phase I: Major Clue: _____ (Identification) _____ Others: 1. _____ 2. _____ 3. _____ Phase II: Clues: (Reinforcement) 1. _____ 2. _____ 3. _____ Phase III: (Investigation) **Breath (Alcohol Odor)** ☐ Strong ☐ Moderate ☐ Faint ☐ None **Eyes** ☐ Bloodshot ☐ Watery ☐ Sleepy ☐ Normal **Face** ☐ Flushed ☐ Pale ☐ Normal **Speech** ☐ Mumbled ☐ Thick Tongued ☐ Confused ☐ Slurred ☐ Incoherent ☐ Normal **Clothes** ☐ Soiled ☐ Disarranged ☐ Normal **Attitude** ☐ Combative ☐ Talkative ☐ Carefree ☐ Indifferent ☐ Insulting ☐ Defiant ☐ Profanity ☐ Unattentive ☐ Argumentative ☐ Defensive ☐ Nervous ☐ Cocky ☐ Sullen ☐ Hilarious ☐ Crying ☐ Cooperative ☐ Polite ☐ Quiet ☐ Slow Reaction ☐ Confused **Other Actions** ☐ Hiccupping ☐ Belching ☐ Vomiting ☐ Fighting ☐ Unconcious ☐ Smokes (or tries) ☐ Eat or Chew (or tries) ☐ Drinks (or tries) ☐ Coughing **Walk From Car** ☐ Stumbling ☐ Falling ☐ Needs Support ☐ Swaying ☐ Normal **Standing** ☐ Swaying ☐ Falling ☐ Staggering ☐ Needs Support ☐ Normal

Score _____ of _____

Name _____

_____

TOPIC: 6.2.3 Phases I, II and III -- Accumulated Clues

Situation	Response
35 Practice	Phase I: Major Clue: _____ (Identification) _____ Others: 1. _____ 2. _____ 3. _____ Phase II: Clues: 1. _____ (Reinforcement) 2. _____ 3. _____

Phase III: (Investigation)

Breath (Alcohol Odor)
- ☐ Strong
- ☐ Moderate
- ☐ Faint
- ☐ None

Eyes
- ☐ Bloodshot
- ☐ Watery
- ☐ Sleepy
- ☐ Normal

Face
- ☐ Flushed
- ☐ Pale
- ☐ Normal

Speech
- ☐ Mumbled
- ☐ Thick Tongued
- ☐ Confused
- ☐ Slurred
- ☐ Incoherent
- ☐ Normal

Clothes
- ☐ Soiled
- ☐ Disarranged
- ☐ Normal

Attitude
- ☐ Combative
- ☐ Talkative
- ☐ Carefree
- ☐ Indifferent
- ☐ Insulting
- ☐ Defiant
- ☐ Profanity
- ☐ Unattentive
- ☐ Argumentative
- ☐ Defensive
- ☐ Nervous
- ☐ Cocky
- ☐ Sullen
- ☐ Hilarious
- ☐ Crying
- ☐ Cooperative
- ☐ Polite
- ☐ Quiet
- ☐ Slow Reation
- ☐ Confused

Other Actions
- ☐ Hiccupping
- ☐ Belching
- ☐ Vomiting
- ☐ Fighting
- ☐ Unconcious
- ☐ Smokes (or tries)
- ☐ Eat or Chew (or tries)
- ☐ Drinks (or tries)
- ☐ Coughing

Walk From Car
- ☐ Stumbling
- ☐ Falling
- ☐ Needs Support
- ☐ Swaying
- ☐ Normal

Standing
- ☐ Swaying
- ☐ Falling
- ☐ Staggering
- ☐ Needs Support
- ☐ Normal

Score _____ of _____

Name _____

_____

TOPIC: 6.2.3 Phases I, II and III -- Accumulated Clues

Situation	Response
36 Practice	Phase I: Major Clue _____ (Identification) _____ Others: 1. _____ 2. _____ 3. _____ Phase II: Clues: 1. _____ (Reinforcement) 2. _____ 3. _____ Phase III: (Investigation) **Breath** (Alcohol Odor) ☐ Strong ☐ Moderate ☐ Faint ☐ None **Eyes** ☐ Bloodshot ☐ Watery ☐ Sleepy ☐ Normal **Face** ☐ Flushed ☐ Pale ☐ Normal **Speech** ☐ Mumbled ☐ Thick Tongued ☐ Confused ☐ Slurred ☐ Incoherent ☐ Normal **Clothes** ☐ Soiled ☐ Disarranged ☐ Normal **Attitude** ☐ Combative ☐ Talkative ☐ Carefree ☐ Indifferent ☐ Insulting ☐ Defiant ☐ Profanity ☐ Unattentive ☐ Argumentative ☐ Defensive ☐ Nervous ☐ Cocky ☐ Sullen ☐ Hilarious ☐ Crying ☐ Cooperative ☐ Polite ☐ Quiet ☐ Slow Reaction ☐ Confused **Other Actions** ☐ Hiccupping ☐ Belching ☐ Vomiting ☐ Fighting ☐ Unconcious ☐ Smokes (or tries) ☐ Eat or Chew (or tries) ☐ Drinks (or tries) ☐ Coughing **Walk From Car** ☐ Stumbling ☐ Falling ☐ Needs Support ☐ Swaying ☐ Normal **Standing** ☐ Swaying ☐ Falling ☐ Staggering ☐ Needs Support ☐ Normal

Score _____ of _____

Name _____

_____

TOPIC: 6.2.3 Phases I, II and III -- Accumulated Clues

Situation	Response
37 Practice	Phase I: Major Clue: _____ (Identification) _____ Others: 1. _____ 2. _____ 3. _____ Phase II: Clues: (Reinforcement) 1. _____ 2. _____ 3. _____ Phase III: (Investigation) **Breath** (Alcohol Odor) ☐ Strong ☐ Moderate ☐ Faint ☐ None **Eyes** ☐ Bloodshot ☐ Watery ☐ Sleepy ☐ Normal **Face** ☐ Flushed ☐ Pale ☐ Normal **Speech** ☐ Mumbled ☐ Thick Tongued ☐ Confused ☐ Slurred ☐ Incoherent ☐ Normal **Clothes** ☐ Soiled ☐ Disarranged ☐ Normal **Attitude** ☐ Combative ☐ Talkative ☐ Carefree ☐ Indifferent ☐ Insulting ☐ Defiant ☐ Profanity ☐ Unattentive ☐ Argumentative ☐ Defensive ☐ Nervous ☐ Cocky ☐ Sullen ☐ Hilarious ☐ Crying ☐ Cooperative ☐ Polite ☐ Quiet ☐ Slow Reaction ☐ Confused **Other Actions** ☐ Hiccupping ☐ Belching ☐ Vomiting ☐ Fighting ☐ Unconcious ☐ Smokes (or tries) ☐ Eat or Chew (or tries) ☐ Drinks (or tries) ☐ Coughing **Walk From Car** ☐ Stumbling ☐ Falling ☐ Needs Support ☐ Swaying ☐ Normal **Standing** ☐ Swaying ☐ Falling ☐ Staggering ☐ Needs Support ☐ Normal

Score _____ of _____

Name _____

_____

TOPIC: 6.2.3 Phases I, II and III -- Accumulated Clues

Situation	Response
38 Test	Phase I: Major Clue: _____ (Identification) _____ Others: 1. _____ 2. _____ 3. _____ Phase II: Clues: 1. _____ (Reinforcement) 2. _____ 3. _____

Phase III: (Investigation)

Breath (Alcohol Odor)

- ☐ Strong
- ☐ Moderate
- ☐ Faint
- ☐ None

Eyes

- ☐ Bloodshot
- ☐ Watery
- ☐ Sleepy
- ☐ Normal

Face

- ☐ Flushed
- ☐ Pale
- ☐ Normal

Speech

- ☐ Mumbled
- ☐ Thick Tongued
- ☐ Confused
- ☐ Slurred
- ☐ Incoherent
- ☐ Normal

Clothes

- ☐ Soiled
- ☐ Disarranged
- ☐ Normal

Attitude

- ☐ Combative
- ☐ Talkative
- ☐ Carefree
- ☐ Indifferent
- ☐ Insulting
- ☐ Defiant
- ☐ Profanity
- ☐ Unattentive
- ☐ Argumentative
- ☐ Defensive
- ☐ Nervous
- ☐ Cocky
- ☐ Sullen
- ☐ Hilarious
- ☐ Crying
- ☐ Cooperative
- ☐ Polite
- ☐ Quiet
- ☐ Slow Reaction
- ☐ Confused

Other Actions

- ☐ Hiccupping
- ☐ Belching
- ☐ Vomiting
- ☐ Fighting
- ☐ Unconcious
- ☐ Smokes (or tries)
- ☐ Eat or Chew (or tries)
- ☐ Drinks (or tries)
- ☐ Coughing

Walk From Car

- ☐ Stumbling
- ☐ Falling
- ☐ Needs Support
- ☐ Swaying
- ☐ Normal

Standing

- ☐ Swaying
- ☐ Falling
- ☐ Staggering
- ☐ Needs Support
- ☐ Normal

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Score _____ of _____

Name _____

_____

TOPIC: 6.2.3 Phases I, II and III -- Accumulated Clues

Situation	Response
39 Test	Phase I: Major Clue: _____ (Identification) _____ Others: 1. _____ 2. _____ 3. _____ Phase II: Clues: (Reinforcement) 1. _____ 2. _____ 3. _____ Phase III: (Investigation) **Breath (Alcohol Odor)** ☐ Strong ☐ Moderate ☐ Faint ☐ None **Eyes** ☐ Bloodshot ☐ Watery ☐ Sleepy ☐ Normal **Face** ☐ Flushed ☐ Pale ☐ Normal **Speech** ☐ Mumbled ☐ Thick Tongued ☐ Confused ☐ Slurred ☐ Incoherent ☐ Normal **Clothes** ☐ Soiled ☐ Disarranged ☐ Normal **Attitude** ☐ Combative ☐ Talkative ☐ Carefree ☐ Indifferent ☐ Insulting ☐ Defiant ☐ Profanity ☐ Unattentive ☐ Argumentative ☐ Defensive ☐ Nervous ☐ Cocky ☐ Sullen ☐ Hilarious ☐ Crying ☐ Cooperative ☐ Polite ☐ Quiet ☐ Slow Reaction ☐ Confused **Other Actions** ☐ Hiccupping ☐ Belching ☐ Vomiting ☐ Fighting ☐ Unconcious ☐ Smokes (or tries) ☐ Eat or Chew (or tries) ☐ Drinks (or tries) ☐ Coughing **Walk From Car** ☐ Stumbling ☐ Falling ☐ Needs Support ☐ Swaying ☐ Normal **Standing** ☐ Swaying ☐ Falling ☐ Staggering ☐ Needs Support ☐ Normal

Score _____ of _____

Name _____

_____

TOPIC: 6.2.3 Phases I, II and III -- Accumulated Clues

Situation	Response
40 Test	Phase I: Major Clue: _____ (Identification) _____ Others: 1. _____ 2. _____ 3. _____ Phase II: Clues: (Reinforcement) 1. _____ 2. _____ 3. _____

Phase III: (Investigation)

Breath (Alcohol Odor)
- ☐ Strong
- ☐ Moderate
- ☐ Faint
- ☐ None

Eyes
- ☐ Bloodshot
- ☐ Watery
- ☐ Sleepy
- ☐ Normal

Face
- ☐ Flushed
- ☐ Pale
- ☐ Normal

Speech
- ☐ Mumbled
- ☐ Thick Tongued
- ☐ Confused
- ☐ Slurred
- ☐ Incoherent
- ☐ Normal

Clothes
- ☐ Soiled
- ☐ Disarranged
- ☐ Normal

Attitude
- ☐ Combative
- ☐ Talkative
- ☐ Carefree
- ☐ Indifferent
- ☐ Insulting
- ☐ Defiant
- ☐ Profanity
- ☐ Unattentive
- ☐ Argumentative
- ☐ Defensive
- ☐ Nervous
- ☐ Cocky
- ☐ Sullen
- ☐ Hilarious
- ☐ Crying
- ☐ Cooperative
- ☐ Polite
- ☐ Quiet
- ☐ Slow Reaction
- ☐ Confused

Other Actions
- ☐ Hiccupping
- ☐ Belching
- ☐ Vomiting
- ☐ Fighting
- ☐ Unconcious
- ☐ Smokes (or tries)
- ☐ Eat or Chew (or tries)
- ☐ Drinks (or tries)
- ☐ Coughing

Walk From Car
- ☐ Stumbling
- ☐ Falling
- ☐ Needs Support
- ☐ Swaying
- ☐ Normal

Standing
- ☐ Swaying
- ☐ Falling
- ☐ Staggering
- ☐ Needs Support
- ☐ Normal

Score _____ of _____

Name _____

_____

TOPIC: 6.2.3 Phases I, II and III -- Accumulated Clues

Situation	Response
41 Test	Phase I: Major Clue: _____ (Identification) _____ Others: 1. _____ 2. _____ 3. _____ Phase II: Clues: (Reinforcement) 1. _____ 2. _____ 3. _____

Phase III: (Investigation)

Breath (Alcohol Odor)
- ☐ Strong
- ☐ Moderate
- ☐ Faint
- ☐ None

Eyes
- ☐ Bloodshot
- ☐ Watery
- ☐ Sleepy
- ☐ Normal

Face
- ☐ Flushed
- ☐ Pale
- ☐ Normal

Speech
- ☐ Mumbled
- ☐ Thick Tongued
- ☐ Confused
- ☐ Slurred
- ☐ Incoherent
- ☐ Normal

Clothes
- ☐ Soiled
- ☐ Disarranged
- ☐ Normal

Attitude
- ☐ Combative
- ☐ Talkative
- ☐ Carefree
- ☐ Indifferent
- ☐ Insulting
- ☐ Defiant
- ☐ Profanity
- ☐ Unattentive
- ☐ Argumentative
- ☐ Defensive
- ☐ Nervous
- ☐ Cocky
- ☐ Sullen
- ☐ Hilarious
- ☐ Crying
- ☐ Cooperative
- ☐ Polite
- ☐ Quiet
- ☐ Slow Reaction
- ☐ Confused

Other Actions
- ☐ Hiccupping
- ☐ Belching
- ☐ Vomiting
- ☐ Fighting
- ☐ Unconcious
- ☐ Smokes (or tries)
- ☐ Eat or Chew (or tries)
- ☐ Drinks (or tries)
- ☐ Coughing

Walk From Car
- ☐ Stumbling
- ☐ Falling
- ☐ Needs Support
- ☐ Swaying
- ☐ Normal

Standing
- ☐ Swaying
- ☐ Falling
- ☐ Staggering
- ☐ Needs Support
- ☐ Normal

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Score _____ of _____

Name _____

_____

TOPIC: 6.2.3 Phases I, II and III -- Accumulated Clues

Situation	Response
42 Test	Phase I: Major Clue: _____ (Identification) _____ Others: 1. _____ 2. _____ 3. _____ Phase II: Clues: (Reinforcement) 1. _____ 2. _____ 3. _____ Phase III: (Investigation) **Breath (Alcohol Odor)** ☐ Strong ☐ Moderate ☐ Faint ☐ None **Eyes** ☐ Bloodshot ☐ Watery ☐ Sleepy ☐ Normal **Face** ☐ Flushed ☐ Pale ☐ Normal **Speech** ☐ Mumbled ☐ Thick Tongued ☐ Confused ☐ Slurred ☐ Incoherent ☐ Normal **Clothes** ☐ Soiled ☐ Disarranged ☐ Normal **Attitude** ☐ Combative ☐ Talkative ☐ Carefree ☐ Indifferent ☐ Insulting ☐ Defiant ☐ Profanity ☐ Unattentive ☐ Argumentative ☐ Defensive ☐ Nervous ☐ Cocky ☐ Sullen ☐ Hilarious ☐ Crying ☐ Cooperative ☐ Polite ☐ Quiet ☐ Slow Reaction ☐ Confused **Other Actions** ☐ Hiccupping ☐ Belching ☐ Vomiting ☐ Fighting ☐ Unconcious ☐ Smokes (or tries) ☐ Eat or Chew (or tries) ☐ Drinks (or tries) ☐ Coughing **Walk From Car** ☐ Stumbling ☐ Falling ☐ Needs Support ☐ Swaying ☐ Normal **Standing** ☐ Swaying ☐ Falling ☐ Staggering ☐ Needs Support ☐ Normal

Score _____ of _____

Name _____

_____

TOPIC: 6.2.3 Phases I, II and III -- Accumulated Clues

Situation	Response
43 Test	Phase I: Major Clue: _____ (Identification) _____ Others: 1. _____ 2. _____ 3. _____ Phase II: Clues: (Reinforcement) 1. _____ 2. _____ 3. _____

Phase III: (Investigation)

Breath (Alcohol Odor)
- ☐ Strong
- ☐ Moderate
- ☐ Faint
- ☐ None

Eyes
- ☐ Bloodshot
- ☐ Watery
- ☐ Sleepy
- ☐ Normal

Face
- ☐ Flushed
- ☐ Pale
- ☐ Normal

Speech
- ☐ Mumbled
- ☐ Thick Tongued
- ☐ Confused
- ☐ Slurred
- ☐ Incoherent
- ☐ Normal

Clothes
- ☐ Soiled
- ☐ Disarranged
- ☐ Normal

Attitude
- ☐ Combative
- ☐ Talkative
- ☐ Carefree
- ☐ Indifferent
- ☐ Insulting
- ☐ Defiant
- ☐ Profanity
- ☐ Unattentive
- ☐ Argumentative
- ☐ Defensive
- ☐ Nervous
- ☐ Cocky
- ☐ Sullen
- ☐ Hilarious
- ☐ Crying
- ☐ Cooperative
- ☐ Polite
- ☐ Quiet
- ☐ Slow Reaction
- ☐ Confused

Other Actions
- ☐ Hiccupping
- ☐ Belching
- ☐ Vomiting
- ☐ Fighting
- ☐ Unconcious
- ☐ Smokes (or tries)
- ☐ Eat or Chew (or tries)
- ☐ Drinks (or tries)
- ☐ Coughing

Walk From Car
- ☐ Stumbling
- ☐ Falling
- ☐ Needs Support
- ☐ Swaying
- ☐ Normal

Standing
- ☐ Swaying
- ☐ Falling
- ☐ Staggering
- ☐ Needs Support
- ☐ Normal

Score ___ of ____ Name _____

_____

TOPIC: 6.2.3 Phases I, II and III -- Accumulated Clues

Situation	Response
44 Test	Phase I: Major Clue: _____ Phase II: Clues: 1. _____ (IDentification) _____ (Reinforcement) 2. _____ Others: 1. _____ 3. _____ 2. _____ 3. _____

Phase III: (Investigation)

Breath (Alcohol Odor)	Eyes	Face	Speech	Clothes
☐ Strong	☐ Bloodshot	☐ Flushed	☐ Mumbled	☐ Soiled
☐ Moderate	☐ Watery	☐ Pale	☐ Thick Tongued	☐ Disarranged
☐ Faint	☐ Sleepy	☐ Normal	☐ Confused	☐ Normal
☐ None	☐ Normal		☐ Slurred	
			☐ Incoherent	
			☐ Normal	

Attitude		Other Actions	Walk From Car	Standing
☐ Combative	☐ Nervous	☐ Hiccupping	☐ Stumbling	☐ Swaying
☐ Talkative	☐ Cocky	☐ Belching	☐ Falling	☐ Falling
☐ Carefree	☐ Sullen	☐ Vomiting	☐ Needs Support	☐ Staggering
☐ Indifferent	☐ Hilarious	☐ Fighting	☐ Swaying	☐ Needs Support
☐ Insulting	☐ Crying	☐ Unconcious	☐ Normal	☐ Normal
☐ Defiant	☐ Cooperative	☐ Smokes (or tries)		
☐ Profanity	☐ Polite	☐ Eat or Chew (or tries)		
☐ Unattentive	☐ Quiet	☐ Drinks (or tries)		
☐ Argumentative	☐ Slow Reaction	☐ Coughing		
☐ Defensive	☐ Confused			

Score _____ of _____

Name _____

_____

TOPIC: 6.2.3 Phases I, II and III -- Accumulated Clues

Situation	Response
45 Test	Phase I: Major Clue: _____ (Identification) _____ Others: 1. _____ 2. _____ 3. _____ Phase II: Clues: 1. _____ (Reinforcement) 2. _____ 3. _____

Phase III: (Investigation)

Breath (Alcohol Odor)
- ☐ Strong
- ☐ Moderate
- ☐ Faint
- ☐ None

Eyes
- ☐ Bloodshot
- ☐ Watery
- ☐ Sleepy
- ☐ Normal

Face
- ☐ Flushed
- ☐ Pale
- ☐ Normal

Speech
- ☐ Mumbled
- ☐ Thick Tongued
- ☐ Confused
- ☐ Slurred
- ☐ Incoherent
- ☐ Normal

Clothes
- ☐ Soiled
- ☐ Disarranged
- ☐ Normal

Attitude
- ☐ Combative
- ☐ Talkative
- ☐ Carefree
- ☐ Indifferent
- ☐ Insulting
- ☐ Defiant
- ☐ Profanity
- ☐ Unattentive
- ☐ Argumentative
- ☐ Defensive
- ☐ Nervous
- ☐ Cocky
- ☐ Sullen
- ☐ Hilarious
- ☐ Crying
- ☐ Cooperative
- ☐ Polite
- ☐ Quiet
- ☐ Slow Reaction
- ☐ Confused

Other Actions
- ☐ Hiccupping
- ☐ Belching
- ☐ Vomiting
- ☐ Fighting
- ☐ Unconcious
- ☐ Smokes (or tries)
- ☐ Eat or Chew (or tries)
- ☐ Drinks (or tries)
- ☐ Coughing

Walk From Car
- ☐ Stumbling
- ☐ Falling
- ☐ Needs Support
- ☐ Swaying
- ☐ Normal

Standing
- ☐ Swaying
- ☐ Falling
- ☐ Staggering
- ☐ Needs Support
- ☐ Normal

Score _____ of _____ Name _____

_____

TOPIC: 6.2.3 Phases I, II and III -- Accumulated Clues

Situation	Response
46 Test	Phase I: (Identification) Major Clue: _____ _____ Others: 1. _____ 2. _____ 3. _____ Phase II: (Reinforcement) Clues: 1. _____ 2. _____ 3. _____

Phase III: (Investigation)

Breath (Alcohol Odor)
- ☐ Strong
- ☐ Moderate
- ☐ Faint
- ☐ None

Eyes
- ☐ Bloodshot
- ☐ Watery
- ☐ Sleepy
- ☐ Normal

Face
- ☐ Flushed
- ☐ Pale
- ☐ Normal

Speech
- ☐ Mumbled
- ☐ Thick Tongued
- ☐ Confused
- ☐ Slurred
- ☐ Incoherent
- ☐ Normal

Clothes
- ☐ Soiled
- ☐ Disarranged
- ☐ Normal

Attitude
- ☐ Combative
- ☐ Talkative
- ☐ Carefree
- ☐ Indifferent
- ☐ Insulting
- ☐ Defiant
- ☐ Profanity
- ☐ Unattentive
- ☐ Argumentative
- ☐ Defensive
- ☐ Nervous
- ☐ Cocky
- ☐ Sullen
- ☐ Hilarious
- ☐ Crying
- ☐ Cooperative
- ☐ Polite
- ☐ Quiet
- ☐ Slow Reaction
- ☐ Confused

Other Actions
- ☐ Hiccupping
- ☐ Belching
- ☐ Vomiting
- ☐ Fighting
- ☐ Unconcious
- ☐ Smokes (or tries)
- ☐ Eat or Chew (or tries)
- ☐ Drinks (or tries)
- ☐ Coughing

Walk From Car
- ☐ Stumbling
- ☐ Falling
- ☐ Needs Support
- ☐ Swaying
- ☐ Normal

Standing
- ☐ Swaying
- ☐ Falling
- ☐ Staggering
- ☐ Needs Support
- ☐ Normal

Score _____ of _____

Name _____

_____

TOPIC: 6.2.3 Phases I, II and III -- Accumulated Clues

Situation	Response
47 Test	Phase I: Major Clue: _____ (Identification) _____ Others: 1. _____ 2. _____ 3. _____ Phase II: Clues: 1. _____ (Reinforcement) 2. _____ 3. _____

Phase III: (Investigation)

Breath (Alcohol Odor)
- ☐ Strong
- ☐ Moderate
- ☐ Faint
- ☐ None

Eyes
- ☐ Bloodshot
- ☐ Watery
- ☐ Sleepy
- ☐ Normal

Face
- ☐ Flushed
- ☐ Pale
- ☐ Normal

Speech
- ☐ Mumbled
- ☐ Thick Tongued
- ☐ Confused
- ☐ Slurred
- ☐ Incoherent
- ☐ Normal

Clothes
- ☐ Soiled
- ☐ Disarranged
- ☐ Normal

Attitude
- ☐ Combative
- ☐ Talkative
- ☐ Carefree
- ☐ Indifferent
- ☐ Insulting
- ☐ Defiant
- ☐ Profanity
- ☐ Unattentive
- ☐ Argumentative
- ☐ Defensive
- ☐ Nervous
- ☐ Cocky
- ☐ Sullen
- ☐ Hilarious
- ☐ Crying
- ☐ Cooperative
- ☐ Polite
- ☐ Quiet
- ☐ Slow Reaction
- ☐ Confused

Other Actions
- ☐ Hiccupping
- ☐ Belching
- ☐ Vomiting
- ☐ Fighting
- ☐ Unconcious
- ☐ Smokes (or tries)
- ☐ Eat or Chew (or tries)
- ☐ Drinks (or tries)
- ☐ Coughing

Walk From Car
- ☐ Stumbling
- ☐ Falling
- ☐ Needs Support
- ☐ Swaying
- ☐ Normal

Standing
- ☐ Swaying
- ☐ Falling
- ☐ Staggering
- ☐ Needs Support
- ☐ Normal

Score _____ of _____

Name _____

_____

TOPIC: 6.2.3 Phases I, II and III -- Accumulated Clues

Situation	Response
48 Test	Phase I: Major Clue: _____ (Identification) _____ Others: 1. _____ 2. _____ 3. _____ Phase II: Clues: (Reinforcement) 1. _____ 2. _____ 3. _____

Phase III: (Investigation)

Breath (Alcohol Odor)
- ☐ Strong
- ☐ Moderate
- ☐ Faint
- ☐ None

Eyes
- ☐ Bloodshot
- ☐ Watery
- ☐ Sleepy
- ☐ Normal

Face
- ☐ Flushed
- ☐ Pale
- ☐ Normal

Speech
- ☐ Mumbled
- ☐ Thick Tongued
- ☐ Confused
- ☐ Slurred
- ☐ Incoherent
- ☐ Normal

Clothes
- ☐ Soiled
- ☐ Disarranged
- ☐ Normal

Attitude
- ☐ Combative
- ☐ Talkative
- ☐ Carefree
- ☐ Indifferent
- ☐ Insulting
- ☐ Defiant
- ☐ Profanity
- ☐ Unattentive
- ☐ Argumentative
- ☐ Defensive
- ☐ Nervous
- ☐ Cocky
- ☐ Sullen
- ☐ Hilarious
- ☐ Crying
- ☐ Cooperative
- ☐ Polite
- ☐ Quiet
- ☐ Slow Reaction
- ☐ Confused

Other Actions
- ☐ Hiccupping
- ☐ Belching
- ☐ Vomiting
- ☐ Fighting
- ☐ Unconcious
- ☐ Smokes (or tries)
- ☐ Eat or Chew (or tries)
- ☐ Drinks (or tries)
- ☐ Coughing

Walk From Car
- ☐ Stumbling
- ☐ Falling
- ☐ Needs Support
- ☐ Swaying
- ☐ Normal

Standing
- ☐ Swaying
- ☐ Falling
- ☐ Staggering
- ☐ Needs Support
- ☐ Normal

87 423

Score _____ of _____

Name _____

_____

TOPIC: 10.4.3 Accumulated Clues With Psychophysical Tests

Situation	Response
49 Demo	Phase I: Major Clue: _____ (Identification) _____ Others: 1. _____ 2. _____ 3. _____ Phase II: Clues: (Reinforcement) 1. _____ 2. _____ 3. _____ Ability to Follow Instructions ☐ Good ☐ Fair ☐ Poor Phase III: (Investigation) Breath (Alcohol Odor) ☐ Strong ☐ Moderate ☐ Faint ☐ None Eyes ☐ Bloodshot ☐ Watery ☐ Sleepy ☐ Normal Face ☐ Flushed ☐ Pale ☐ Normal Speech ☐ Mumbled ☐ Thick Tongued ☐ Confused ☐ Slurred ☐ Incoherent ☐ Normal Clothes ☐ Soiled ☐ Disarranged ☐ Normal Attitude ☐ Combative ☐ Talkative ☐ Carefree ☐ Indifferent ☐ Insulting ☐ Defiant ☐ Profanity ☐ Unattentive ☐ Argumentive ☐ Defensive ☐ Nervous ☐ Cocky ☐ Sullen ☐ Hilarious ☐ Crying ☐ Cooperative ☐ Polite ☐ Quiet ☐ Slow Reaction ☐ Confused Other Actions ☐ Hiccupping ☐ Belching ☐ Vomiting ☐ Fighting ☐ Unconcious ☐ Smokes (or tries) ☐ Eat or Chew (or tries) ☐ Drinks (or tries) ☐ Coughing Walk From Car ☐ Stumbling ☐ Falling ☐ Needs Support ☐ Swaying ☐ Normal Standing ☐ Swaying ☐ Falling ☐ Staggering ☐ Needs Support ☐ Normal Time ☐ Exact (within 5 minutes) ☐ Near (within 15 minutes) ☐ Missed (over 15 minutes)

TESTS

Heel-to-Toe

- ☐ Unsure
- ☐ Swaying
- ☐ Staggering
- ☐ Falling
- ☐ Normal

Other Observations:

_____

_____

_____

_____

_____

Balance

- ☐ Wobbling
- ☐ Needs Support
- ☐ Falling
- ☐ Normal

Other Observations:

_____

_____

_____

_____

_____

Finger-to-Nose

Right	Left
☐ Uncertain	☐ Uncertain
☐ Missed	☐ Missed
☐ Normal	☐ Normal

Other Observations:

_____

_____

_____

_____

_____

Romberg

- ☐ Swaying
- ☐ Staggering
- ☐ Falling
- ☐ Normal

Other Observations:

_____

_____

_____

_____

_____

Balance Swing

- ☐ Wobbling
- ☐ Needs Support
- ☐ Falling
- ☐ Normal

Other Observations:

_____

_____

_____

_____

_____

Alphabet

First Try	Second Try
☐ Hesitation	☐ Hesitation
☐ Missed	☐ Missed
☐ Normal	☐ Normal

Other Observations:

_____

_____

_____

_____

_____

Other Important Observations About Person or Interrogation

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Degree of Impairment

- ☐ High (≥ .15%)
- ☐ Moderate (.10-.14%)
- ☐ Low (.05-.09%)
- ☐ Insig. (.01-.04%)
- ☐ None (.00%)

Enforcement Decision

☐ Arrest ☐ Cite ☐ Release

Score _____ of _____

Name _____

_____

TOPIC: 10.4.3 Accumulated Clues With Psychophysical Tests

Situation	Response
50 Practice	Phase I: Major Clue: _____ (Identification) _____ Others: 1. _____ 2. _____ 3. _____ Phase II: Clues: (Reinforcement) 1. _____ 2. _____ 3. _____ Ability to Follow Instructions ☐ Good ☐ Fair ☐ Poor

Phase III: (Investigation)

Breath (Alcohol Odor)	Eyes	Face	Speech	Clothes
☐ Strong	☐ Bloodshot	☐ Flushed	☐ Mumbled	☐ Soiled
☐ Moderate	☐ Watery	☐ Pale	☐ Thick Tongued	☐ Disarranged
☐ Faint	☐ Sleepy	☐ Normal	☐ Confused	☐ Normal
☐ None	☐ Normal		☐ Slurred	
			☐ Incoherent	
			☐ Normal	

Attitude		Other Actions	Walk From Car	Standing
☐ Combative	☐ Nervous	☐ Hiccupping	☐ Stumbling	☐ Swaying
☐ Talkative	☐ Cocky	☐ Belching	☐ Falling	☐ Falling
☐ Carefree	☐ Sullen	☐ Vomiting	☐ Needs Support	☐ Staggering
☐ Indifferent	☐ Hilarious	☐ Fighting	☐ Swaying	☐ Needs Support
☐ Insulting	☐ Crying	☐ Unconcious	☐ Normal	☐ Normal
☐ Defiant	☐ Cooperative	☐ Smokes (or tries)		
☐ Profanity	☐ Polite	☐ Eat or Chew (or tries)		
☐ Unattentive	☐ Quiet	☐ Drinks (or tries)		
☐ Argumentative	☐ Slow Reaction	☐ Coughing		
☐ Defensive	☐ Confused			

TESTS

Heel-to-Toe

- ☐ Unsure
- ☐ Swaying
- ☐ Staggering
- ☐ Falling
- ☐ Normal

Other Observations:

_____
_____
_____
_____
_____

Balance

- ☐ Wobbling
- ☐ Needs Support
- ☐ Falling
- ☐ Normal

Other Observations:

_____
_____
_____
_____
_____

Rombery

- ☐ Swaying
- ☐ Staggering
- ☐ Falling
- ☐ Normal

Other Observations:

_____
_____
_____
_____
_____

Balance Swing

- ☐ Wobbling
- ☐ Needs Support
- ☐ Falling
- ☐ Normal

Other Observations:

_____
_____
_____
_____
_____

Finger-to-Nose

Right	Left
☐ Uncertain	☐ Uncertain
☐ Missed	☐ Missed
☐ Normal	☐ Normal

Other Observations:

_____
_____
_____
_____
_____

Alphabet

First Try	Second Try
☐ Hesitation	☐ Hesitation
☐ Missed	☐ Missed
☐ Normal	☐ Normal

Other Observations:

_____
_____
_____
_____
_____

Other Important Observations About Poison or Interrogation

1. _____
2. _____
3. _____
4. _____

Degree of Impairment

- ☐ High (≥ .15%)
- ☐ Moderate (.10-.14%)
- ☐ Low (.05-.09%)
- ☐ Insig. (.01-.04%)
- ☐ None (.00%)

Enforcement Decision

- ☐ Arrest
- ☐ Cite
- ☐ Release

92

97

Score _____ of _____ Name _____

_____

TOPIC: 10.4.3 Accumulated Clues With Psychophysical Tests

Situation	Response
51 Test	Phase I: Major Clue: _____ (Identification) _____ Others: 1. _____ 2. _____ 3. _____ Phase II: Clues: (Reinforcement) 1. _____ 2. _____ 3. _____ Ability to Follow Instructions ☐ Good ☐ Fair ☐ Poor Phase III: (Investigation) **Breath** (Alcohol Odor) ☐ Strong ☐ Moderate ☐ Faint ☐ None **Eyes** ☐ Bloodshot ☐ Watery ☐ Sleepy ☐ Normal **Face** ☐ Flushed ☐ Pale ☐ Normal **Speech** ☐ Mumbled ☐ Thick Tongued ☐ Confused ☐ Slurred ☐ Incoherent ☐ Normal **Clothes** ☐ Soiled ☐ Disarranged ☐ Normal **Attitude** ☐ Combative ☐ Talkative ☐ Carefree ☐ Indifferent ☐ Insulting ☐ Defiant ☐ Profanity ☐ Unattentive ☐ Argumentative ☐ Defensive ☐ Nervous ☐ Cocky ☐ Sullen ☐ Hilarious ☐ Crying ☐ Cooperative ☐ Polite ☐ Quiet ☐ Slow Reaction ☐ Confused **Other Actions** ☐ Hiccupping ☐ Belching ☐ Vomiting ☐ Fighting ☐ Unconcious ☐ Smokes (or tries) ☐ Eat or Chew (or tries) ☐ Drinks (or tries) ☐ Coughing **Walk From Car** ☐ Stumbling ☐ Falling ☐ Needs Support ☐ Swaying ☐ Normal **Standing** ☐ Swaying ☐ Falling ☐ Staggering ☐ Needs Support ☐ Normal

TESTS

Heel-to-Toe

- ☐ Unsure
- ☐ Swaying
- ☐ Staggering
- ☐ Falling
- ☐ Normal

Other Observations:

_____
_____
_____
_____
_____

Romberg

- ☐ Swaying
- ☐ Staggering
- ☐ Falling
- ☐ Normal

Other Observations:

_____
_____
_____
_____
_____

Balance

- ☐ Wobbling
- ☐ Needs Support
- ☐ Falling
- ☐ Normal

Other Observations:

_____
_____
_____
_____
_____

Other Important Observations About Person or Interrogation

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Degree of Impairment

- ☐ High (≥ .15%)
- ☐ Moderate (.10-.14%)
- ☐ Low (.05-.09%)
- ☐ Insig. (.01-.04%)
- ☐ None (.00%)

Enforcement Decision

- ☐ Arrest
- ☐ Cite
- ☐ Release

Score _____ of _____

Name _____

_____

TOPIC: 10.4.3 Accumulated Clues With Psychophysical Tests

Situation	Response
52 Test	Phase I: Major Clue: _____ (Identification) _____ Others: 1. _____ 2. _____ 3. _____ Phase II: Clues: (Reinforcement) 1. _____ 2. _____ 3. _____ Ability to Follow Instructions ☐ Good ☐ Fair ☐ Poor Phase III: (Investigation) Breath (Alcohol Odor) ☐ Strong ☐ Moderate ☐ Faint ☐ None Eyes ☐ Bloodshot ☐ Watery ☐ Sleepy ☐ Normal Face ☐ Flushed ☐ Pale ☐ Normal Speech ☐ Mumbled ☐ Thick Tongued ☐ Confused ☐ Slurred ☐ Incoherent ☐ Normal Clothes ☐ Soiled ☐ Disarranged ☐ Normal Attitude ☐ Combative ☐ Talkative ☐ Carefree ☐ Indifferent ☐ Insulting ☐ Defiant ☐ Profanity ☐ Unattentive ☐ Argumentative ☐ Defensive ☐ Nervous ☐ Cocky ☐ Sullen ☐ Hilarious ☐ Crying ☐ Cooperative ☐ Polite ☐ Quiet ☐ Slow Reaction ☐ Confused Other Actions ☐ Hiccupping ☐ Belching ☐ Vomiting ☐ Fighting ☐ Unconcious ☐ Smokes (or tries) ☐ Eat or Chew (or tries) ☐ Drinks (or tries) ☐ Coughing Walk From Car ☐ Stumbling ☐ Falling ☐ Needs Support ☐ Swaying ☐ Normal Standing ☐ Swaying ☐ Falling ☐ Staggering ☐ Needs Support ☐ Normal Time ☐ Exact (within 5 minutes) ☐ Near (within 15 minutes) ☐ Missed (over 15 minutes)

Score ____ of ____

Name _____

_____

TOPIC: 10.4.3 Accumulated Clues With Psychophysical Tests

Situation	Response
53 Test	Phase I: Major Clue: _____ (Identification) _____ Others: 1. _____ 2. _____ 3. _____ Phase II: Clues: 1. _____ 2. _____ 3. _____ Ability to Follow Instructions ☐ Good ☐ Fair ☐ Poor Phase III: (Investigation) Breath (Alcohol Odor): ☐ Strong ☐ Moderate ☐ Faint ☐ None Eyes: ☐ Bloodshot ☐ Watery ☐ Sleepy ☐ Normal Face: ☐ Flushed ☐ Pale ☐ Normal Speech: ☐ Mumbled ☐ Thick Tongued ☐ Confused ☐ Slurred ☐ Incoherent ☐ Normal Clothes: ☐ Soiled ☐ Disarranged ☐ Normal Attitude: ☐ Combative ☐ Talkative ☐ Carefree ☐ Indifferent ☐ Insulting ☐ Defiant ☐ Profanity ☐ Unattentive ☐ Argumentative ☐ Defensive ☐ Nervous ☐ Cocky ☐ Sullen ☐ Hilarious ☐ Crying ☐ Cooperative ☐ Polite ☐ Quiet ☐ Slow Reaction ☐ Confused Other Actions: ☐ Hiccupping ☐ Belching ☐ Vomiting ☐ Fighting ☐ Unconcious ☐ Smokes (or tries) ☐ Eat or Chew (or tries) ☐ Drinks (or tries) ☐ Coughing Walk From Car: ☐ Stumbling ☐ Falling ☐ Needs Support ☐ Swaying ☐ Normal Standing: ☐ Swaying ☐ Falling ☐ Staggering ☐ Needs Support ☐ Normal

97

104

TESTS

Heel-to-Toe

- ☐ Unsure
- ☐ Swaying
- ☐ Staggering
- ☐ Falling
- ☐ Normal

Other Observations:

_____

_____

_____

_____

_____

Finger-to-Nose

Right	Left
☐ Uncertain	☐ Uncertain
☐ Missed	☐ Missed
☐ Normal	☐ Normal

Other Observations:

_____

_____

_____

_____

_____

Romberg

- ☐ Swaying
- ☐ Staggering
- ☐ Falling
- ☐ Normal

Other Observations:

_____

_____

_____

_____

_____

Other Important Observations About Person or Interrogations

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Degree of Impairment

- ☐ High (≥ .15%)
- ☐ Moderate (.10-.14%)
- ☐ Low (.05-.09%)
- ☐ Insignificant (.01-.04%)
- ☐ None (.00%)

Enforcement Decision

- ☐ Arrest
- ☐ Cite
- ☐ Release

86

201

Score _____ of _____

Name _____

_____

TOPIC: 10.4.3 Accumulated Clues With Psychophysical Tests

Situation	Response
54 Test	Phase I: Major Clue: _____ (Identification) _____ Others: 1. _____ 2. _____ 3. _____ Phase II: Clues: (Reinforcement) 1. _____ 2. _____ 3. _____ Ability to Follow Instructions ☐ Good ☐ Fair ☐ Poor Phase III: (Investigation) Breath (Alcohol Odor) ☐ Strong ☐ Moderate ☐ Faint ☐ None Eyes ☐ Bloodshot ☐ Watery ☐ Sleepy ☐ Normal Face ☐ Flushed ☐ Pale ☐ Normal Speech ☐ Mumbled ☐ Thick Tongued ☐ Confused ☐ Slurred ☐ Incoherent ☐ Normal Clothes ☐ Soiled ☐ Disarranged ☐ Normal Attitude ☐ Combative ☐ Talkative ☐ Carefree ☐ Indifferent ☐ Insulting ☐ Defiant ☐ Profanity ☐ Unattentive ☐ Argumentative ☐ Defensive ☐ Nervous ☐ Cocky ☐ Sullen ☐ Hilarious ☐ Crying ☐ Cooperative ☐ Polite ☐ Quiet ☐ Slow Reaction ☐ Confused Other Actions ☐ Hiccupping ☐ Belching ☐ Vomiting ☐ Fighting ☐ Unconcious ☐ Smokes (or tries) ☐ Eat or Chew (or tries) ☐ Drinks (or tries) ☐ Coughing Walk From Car ☐ Stumbling ☐ Falling ☐ Needs Support ☐ Swaying ☐ Normal Standing ☐ Swaying ☐ Falling ☐ Staggering ☐ Needs Support ☐ Normal

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TESTS

Romberg

- ☐ Swaying
- ☐ Staggering
- ☐ Falling
- ☐ Normal

Other Observations:

_____

_____

_____

_____

_____

Finger-to-Nose

Right	Left
☐ Uncertain	☐ Uncertain
☐ Missed	☐ Missed
☐ Normal	☐ Normal

Other Observations:

_____

_____

_____

_____

_____

Alphabet

First Try	Second Try
☐ Hesitation	☐ Hesitation
☐ Missed	☐ Missed
☐ Normal	☐ Normal

Other Observations:

_____

_____

_____

_____

_____

Other Important Observations About Person or Interrogations

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Degree of Impairment

- ☐ High (≥ .15%)
- ☐ Moderate (.10-.14%)
- ☐ Low (.05-.09%)
- ☐ Insignificant (.01-.04%)
- ☐ None (.00%)

Enforcement Decision

- ☐ Arrest
- ☐ Cite
- ☐ Release

100

1111

Name_____

#_____

TOPIC: 14.1.2 Presenting Testimonial Evidence at Trial

Identify *good* responses and actions made by testifying officer.

Identify *bad* responses and actions made by testifying officer.

Name_____

#_____

TOPIC: 14.1.3 Defense Tactics in Court Testimony

List defense tactics used in cross examination.	Describe how you would cope with each of these tactics.

Controlled Drinking Laboratory Session

Nature of Controlled Drinking Exercise

The test items which were discussed under the section on pre and post-tests were prepared to measure cognitive learning in the DWI enforcement training course. The forms developed for use in the lab sessions which were discussed under the section on student response cards were prepared to measure skill learning. This section on the controlled drinking session discusses the procedures and forms needed to accomplish affective learning.

In addition to the eight response forms and two learning aids discussed in the section on student response cards, several additional learning aids were prepared for the controlled drinking session. These aids will be explained in this section to place them in their proper context.

The controlled drinking session can be one of the student's most interesting and worthwhile learning exercises during the DWI enforcement training program. It allows him to experience the degenerative effects of alcohol in his own body at known levels of blood alcohol concentration and to see these same effects in his fellow students. The exercise also permits him to practice psychophysical evaluations learned in class on subjects with a known blood alcohol concentration.

If the controlled drinking sessions are not carefully supervized, they can turn into an unbridled situation that will detract from learning and the course in general. This section sets forth general guidelines for conducting the controlled drinking sessions.

Equipment and Materials Needed

The following is a list of equipment and materials needed for the controlled drinking session:

1. Breath Test Instruments (there should be one instrument for each 2-3 drinking subjects plus one spare instrument in case of breakdown of others).
2. Supplies for breath instruments.
3. Containers for the used chemicals in the breath test instruments, if a chemical type of instrument is used, i.e., ampoules for the Breathalyzer.
4. 100 ml. graduated cylinder.
5. Glasses for drinking.
6. Twelve ounce paper cups for measuring alcohol beverages.
7. Ice.
8. Mix (amount and kind to be determined by type of alcoholic beverage served and number of students drinking).
9. Lab coats for all teaching and testing personnel.
10. Three to four flashlights.
11. Forms:
    A. Controlled Drinking Exercise Consent Form (one for each student).
    B. Controlled Drinking Exercise Form (one for each student).
12. Name tag for each student (see example and instructions in later material).

Facilities Needed

A room large enough for the students to interact and perform exercises without being crowded should be provided for the controlled drinking session. All tables, chairs, etc., should be removed from the center. The breath test stations and alcohol dispensing station should be against the walls along with several chairs; leaving the center open for psychophysical testing. It should also be noted that drinkers usually smoke heavily and therefore ashtrays should be provided in a proportionate quantity to handle the projected need.

Personnel Requirements

The personnel needed for running the controlled drinking session are as follows:

1. The instructor of the psychophysical unit should give the lecture and be in general supervision of the session.
2. There should be one breath test operator for each 4-5 drinkers (each operator using two instruments).
3. A separate bartender to pour the required beverages is useful, but since the testing does not start until after the drinking is completed, one of the operators can, while the lecture is being given, pour the beverages.

Conduct of the Controlled Drinking Exercise

Orientation

The procedural steps to be used in the controlled drinking exercise should be explained to the students in the orientation session on Monday or Tuesday. Divide the class into two groups for lab assignments and distribute the Controlled Drinking Exercise Consent form. The consent form and the chart needed to estimate amount of alcohol to be consumed follows the procedural steps. Prepare and post a roster to remind students of their lab assignments.

1. The Controlled Drinking Exercise Consent form outlines the regulations and conditions of the exercise so that those drinking will have a clear understanding of what is going to take place. Discuss these regulations with the students.
2. Explain to the students that they are not required to drink. They don't have to drink to pass the course and if for any moral or physical reason they do not want to drink they should take part as partners and observers.
3. Groups number one will drink the first night and be given psychophysical tests by those in group number two. The following night group number two will drink while being tested by the members of group number one.

4. Have the student note on the consent form whether he wishes to or does not wish to consume an alcoholic beverage.
5. Have the students complete the informed consent agreement on the consent form. They should note their lab assignment, the date they will drink, the amount of alcoholic beverage required to reach .12% BAC for their body weight and sign and date the form.
6. If you are using more than one type of alcoholic beverage, have the students specify what type they want to drink. They should also specify the type of mix they would like to have. (Note: because of the expense of having so many different types of alcoholic beverages on hand for different types of tastes, most people will drink a good blend whiskey, i.e., Canadian Club, etc., which will cut down on the expense of having many different liquors and mixes.)
7. Name tags should be prepared at this time with the amount of alcoholic beverage to be given to each student, his name, weight, etc., including the night that he is to drink.
8. The students should be instructed to eat a light meal the night they are to drink and eat only moderate amounts of protein or starches because they will slow down the absorption of alcohol. Also, students should be instructed not to drink anything alcoholic that day,

because this can keep them in the drinking exercise for protracted periods of time until they reach a BAC level where they can be released. If there is any question of a person drinking before the session, run a breath test on him to be absolutely sure that he has not had a "head start". The students should further be told that if any of them are taking prescription or nonprescription drugs, the synergic effect of the mixture can be harmful and those on drugs should not be drinking unless they abstain from the drug for at least 24 hours prior to the drinking exercise.

Pre-Session Arrangements

Arrangements should be made to have the laboratory and breath testing equipment set up by 6:30 on the evening of the controlled drinking sessions. The class should start early at either 6:30 or 7:00 so that it will not run too late into the evening, especially on the first night, which will take longer. The instructor and other staff should be dressed in lab coats so as to be readily identified during the exercise.

Procedure

The instructor should explain the procedures for the drinking exercise to all the students the first night of the session. He should especially point out the rule that they are not allowed to leave until they are at or below 0.05% BAC.

DWI ENFORCEMENT COURSE

CONTROLLED DRINKING EXERCISE CONSENT FORM

Regulations and Conditions

1. Participation as a drinking subject in this exercise is solely voluntary and is in no way required for passing or completion of this course.
2. To qualify for participation, subjects must not drink any alcoholic beverage within a 10-hour period prior to the exercise, nor take any stimulants, depressants, tranquilizers or hallucinogens within a 24-hour period prior to the exercise.
3. Persons who are on prescribed medication should check with the course director before this exercise.
4. Persons who knowingly are alcoholic or who have in the past had serious personal problems involving the use of alcohol, may not volunteer.
5. The maximum amount of alcohol beverage to be consumed will be individually determined for each subject in relation to his body weight and based on a maximum blood alcohol concentration of .12%. No additional alcohol other than the allotted amount will be allowed.
6. After subjects have begun drinking, they will not be required to finish if they feel they cannot or do not want to consume their entire allotment. In addition, if, in the opinion of an instructor, the subject should not continue, that subject's drinking or entire involvement in the exercise may be terminated.
7. Students who will not be participating as drinking subjects may not drink during nor within a 10-hour period prior to the exercise.
8. No guns will be carried during the exercise by either drinkers or non-drinkers. Any guns brought into the classroom must be turned over to an instructor to keep until the exercise is over.
9. Alcoholic beverage will be provided only through the DWI Enforcement Course.
10. All students must read and sign the "Informed Consent" agreement on the reverse side of this form indicating their desire to participate or not to participate as a drinking subject.
11. Any violations of these expressed regulations or any other officially expressed (verbally informed during lecture) conditions or regulations will be grounds for failing the course. Appropriate notification of violations will automatically be made to the officer's department.

DWI ENFORCEMENT COURSE

CONTROLLED DRINKING EXERCISE CONSENT FORM

Informed Consent Agreement

I have read and understand the regulations and conditions governing my participation in this exercise and agree to adhere to and abide by these regulations, with the understanding that failure to do so may be grounds for dismissal from the course.

I further understand that my participation in this exercise as a drinking subject is not in any way required for passing and that if I chose not to drink, I may do so with prejudice.

The amount of alcohol that I will be consuming, based on my current body weight of _____ lbs., as estimated for a blood alcohol concentration of .12%, will be the equivalent of the amount of alcohol in _____ 1-ounce shots of 86 proof beverage or _____ 12-ounce bottles of beer.

Therefore, being fully aware of the intent and extent of my involvement:

☐ I wish to voluntarily participate
My preference of an alcohol beverage is _____
My preference of a mix is _____

☐ I do not wish to participate

. . . as a drinking subject in the DWI Enforcement Course controlled drinking exercise. I am a member of group _____ that drinks on _____ and tests on _____.

Signed:_____ Date:_____

Department:_____

DWI ENFORCEMENT COURSE

Blood Alcohol Chart

The Chart below gives the amount, in both ounces and milliliters, of an 86-proof alcoholic beverage needed to raise a person of a certain weight to a theoretical 0.12% BAC if consumed in one hour or less.

Weight	Ounces	Milliliters
100 lbs.	3 3/4	110
110 lbs.	4 1/4	130
120 lbs.	4 1/2	135
130 lbs.	5	150
140 lbs.	5 1/4	160
150 lbs.	5 3/4	170
160 lbs.	6	180
170 lbs.	6 1/2	195
180 lbs.	6 3/4	200
190 lbs.	7 1/4	220
200 lbs.	7 1/2	225
210 lbs.	8	240
220 lbs.	8 1/2	255
230 lbs.	8 3/4	260
240 lbs.	9	270
250 lbs.	9 1/2	285
260 lbs.	10	300

At this point members of group one should be paired with members of group two so that each person has a partner. It is the nondrinking partner's responsibility to take care of his drinking partner, i.e., if the drinker has to go to the lavatory the nondrinking partner is responsible to see that he gets there and back without causing any trouble. This is important because the staff does not have time to supervize each individual drinker at all times. The controlled drinking exercise forms should be explained.

The alcoholic beverages for each subject should be measured and poured while the explanations are being given. This will enable the students to start drinking as soon as the orientation is over.

A check should be made for weapons. If weapons are present they should be taken by an instructor and kept in a safe place until the person leaves the exercise.

It should be clearly understood by the participants that although they are not required to drink in order to pass the course; violations of the rules and regulations concerning the drinking exercise are grounds for failure.

When the explanations of the form and rules are over, the students should be told to do their dry psychophysical tests and start drinking.

It should be explained to the students that during the testing the breath test operators will not be following the normal procedure they would with a subject arrested for DWI. The students will be allowed to smoke and will start testing 10 minutes after

the last drink. This is contrary to procedure for breath testing of an arrested subject, but in a learning situation, legal structures do not apply. The point should be made that this is not a poor operator procedure but a modification to enhance learning during the exercise.

Controlled Drinking Exercise Form and Instructions

The Controlled Drinking Exercise form prepared for the packet follows this discussion. It should be distributed to the students during the first night's drinking exercise. The student fills out his name and department, team number and date on top and indicates the name of the person that is his partner and his department.

Have the student complete the required information on the form. He should check either A or B drinking subject, whichever indicates his drinking assignment. Then he should note the volume, proof, kind of alcohol and mix preferred; the time that he starts drinking; the time that he stops drinking; and the total amount of time it took him to consume the alcoholic beverage. The student should note the time of his last meal, the type of meal (whether it was light, medium or heavy) and what the content was. Under general information the student should note his age, weight, amount of last sleep, physical disabilities and previous drinking experience.

During psychophysical evaluations the student is first given two dry runs to establish a base of performance before the drinking commences. His partner rates him on a scale of 1 through 5 on:

DWI ENFORCEMENT COURSE
CONTROLLED DRINKING EXERCISE FORM

Date_____

[A] Name_____ Dept._____

[B] Name_____ Dept._____

Drinking Subject = [ ] (A or B)

Alcohol Consumption	Stomach Content
Volume: Proof: Kind: Mix: Time: Start_____ Stop_____ Total_____	Time of Meal: Type of Meal: light medium heavy Content:_____ _____

General Information	
Age:	Amount of last sleep:
Weight:	Physical disabilities:
Drinking experience:	

PSYCHOPHYSICAL EVALUATIONS

Use Scale of
1 through 5.
1 = very good
5 = very poor

Instruction—
Performance—

	1 Dry	2 Dry	1 Wet	2 Wet	3 Wet
Time					
BAC					
1 Pupil Dilation					
2 Bloodshot					
3 Periph. Vision					
4 Alphabet					
5 Basic Stance					
6 Romberg					
7 Balance					
8 Heel-Toe					
9 Finger-Nose					
10 Balance Swing					
11 Time					
12 Speech					
13					
14					

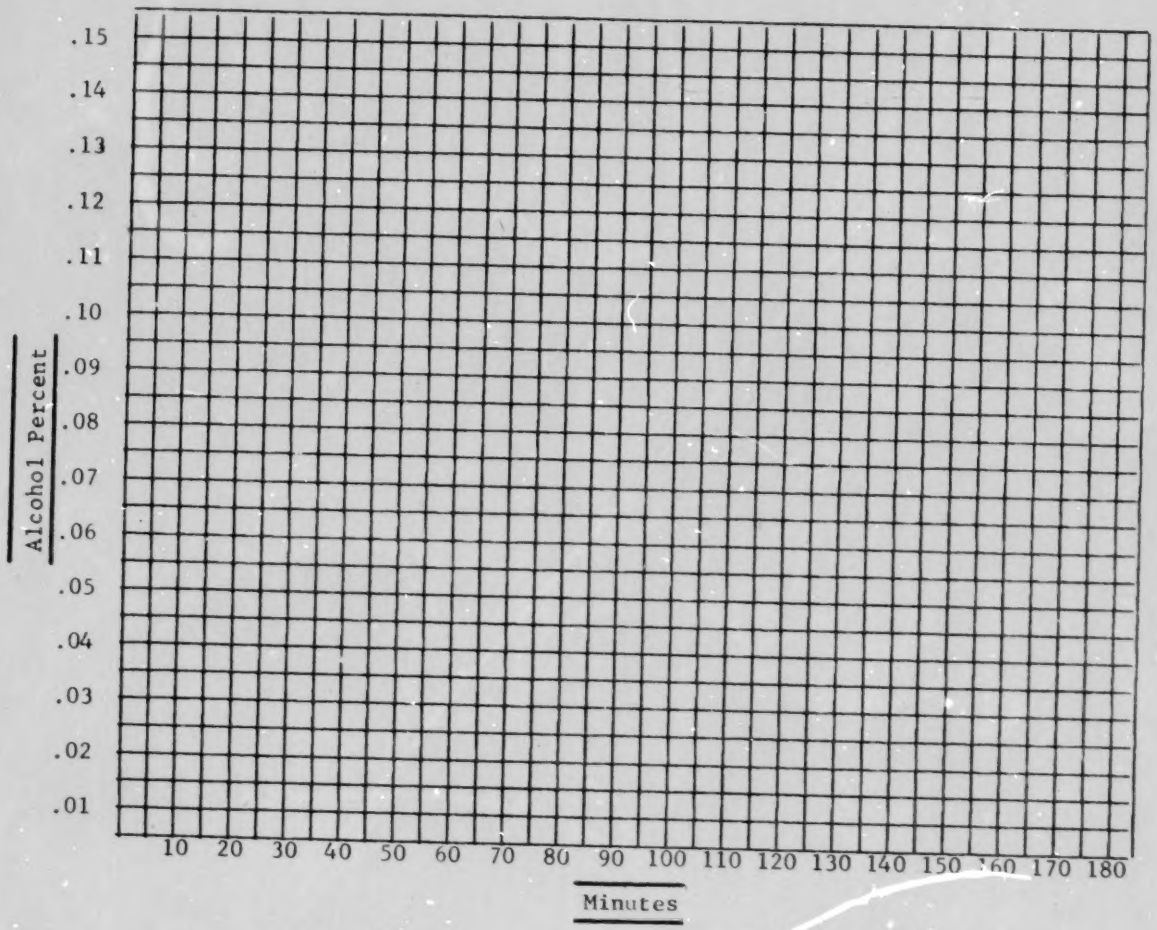
Wet #1 General Attitude:
Subject's self description:

Wet #2 General Attitude:
Subject's self description:

Wet #3 General Attitude:
Subject's self description:

ALCOHOL ABSORPTION-DESTRUCTION GRAPH

Test #	BAC Est.	BAC Act.
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		



BAC at Time of Leaving_____ Approved_____

(1) the amount of time since completing his drinking (the peak is normally reached about one-half hour to fifty minutes after consuming his last drink), (2) the curve of his breath tests as plotted on the graph, and (3) the opinion of the breath test operator as to whether the student has reached his peak BAC. The third wet test is given when the subject is down to about 0.06% BAC. With each wet test the tester rates the subject's general attitude and demeanor. The subject is also asked to give his description and this is recorded.

On the reverse side of the Controlled Drinking Exercise form is an alcohol absorption distribution graph. Instructions for recording the BAC after each breath test are as follows.

The student is given a breath test 10 minutes after he consumes the last of his alcohol allotment and then in 10 minute increments after that point. For each breath test the nondrinking partner estimates BAC before the test is given and records his estimation beside the actual BAC as determined by the breath test. The breath test results are plotted on the alcohol absorption-destruction graph. The alcohol percentage or BAC is the vertical axis; time in minutes is the horizontal axis. The breath test operators should be asked, as an aid in plotting the graph, to read the BAC in thousandths as it magnifies the change in BAC over a relatively short time. The finished graph allows the student to see: (1) the actual absorption rate of alcohol in his body over time; (2) the height of the climb; and (3) the destruction of alcohol in his own system. The student should be allowed to keep this form as it might be more beneficial the next day.

At the bottom of the back side of the Controlled Drinking Exercise form is a place for recording the BAC at the point where he is allowed to leave and a place for his operator to certify his release.

The Controlled Drinking Laboratory Session Name Tag

A sample of the Controlled Drinking Laboratory Session Name Tag used in the controlled drinking exercise is reproduced on the next page. This name tag has a place for the student's name, weight, night he is to drink, mix and the amount and kind of alcoholic beverage he is scheduled to consume in both ounces and milliliters. This information should be typed ahead of time. Under the columns for BAC and breath test the drinker's partner records the results of each test so everyone can see the subject's BAC and also records the time for the next test. This makes it easier to control the BAC test interval.

DWI ENFORCEMENT COURSE

Sample Name Tag for the
Controlled Drinking Laboratory Session

Weight:	BAC:	Time of Next Test:
Beverage:		
Mix:		
Oz.:		
Ml.:		
Night:		
Name:		

PART III

COURSE EVALUATION

Course Student Evaluation Form

Nature of Student Evaluation Form

The purpose of a course evaluation is to gather information that will enable the instructor to improve his instruction. However, merely gathering and interpreting information is insufficient. In addition, the instructor should use the information to modify his instructional procedures, when a change is indicated.

The information obtained from a student course evaluation should be used to analyze successes and failures in the instruction; and for each failure, to select an alternative instructional procedure to use the next time the course is offered. Instructional improvement is a never-ending process consisting of planning, testing, interpretation and modification.

In order to assist the instructor in obtaining information about the instructional program a post-course questionnaire has been placed at the end of this section. This questionnaire is designed to obtain feedback from the students concerning the program they have just completed. The questionnaire consists of a few questions which the students should answer anonymously. The questions vary from general information about the entire course to specific information about parts of the course.

These general questions will permit students to identify problems in the program which the instructor may not notice. In addition, the answers enable him to pinpoint differences in the reactions of individual students so that he does not get a one-sided opinion from just a few students.

All suggestions for improvement, which are practical, should be implemented prior to the next training session. These improvements should be discussed with the present class so they realize that the instructor is interested in, and responsive to, their needs. Those suggestions which are impractical should be discussed with the class so they will understand why these particular items cannot be changed. This type of evaluation will not only improve the instructional program, but it will also develop good rapport with the students.

An additional evaluation of the courses' effectiveness would be to collect information concerning performance of the students, who have taken the DWI Law Enforcement Training Course, in actual enforcement situations involving the drinking driver. An analysis of the difficulties they encounter, as well as the extent of their success, will provide some indication of how the training program might be further modified.

Use of Student Evaluation Form

The Student Evaluation Form should be given to the students during the Orientation session on the first day of class. The instructor should discuss the purpose and intended use of the

form at this time and explain the method for its completion. Have the students note their comments during the conduct of the course and be prepared to submit and discuss the completed form at the end of the course.

After the students have completed the final written examination on the last day of class, discuss the course evaluation with the students. This can be done while the final examinations are being graded and just prior to the graduation exercises and class adjournment.

HIGHWAY TRAFFIC SAFETY CENTER
CONTINUING EDUCATION SERVICE
MICHIGAN STATE UNIVERSITY

DWI LAW ENFORCEMENT TRAINING COURSE

Student Course Evaluation Form

The following information will assist us in improving future courses and these training materials. Please be frank and honest in answering the following questions. Please answer every item.

Years of experience in police work: _____

Key: 1 means you strongly agree; 2 means you agree; 3 means you are uncertain; 4 means you disagree; 5 means you strongly disagree.

1. I was often unsure of what, exactly, I was supposed to be learning.	1	2	3	4	5
2. This course was very well organized. The concepts were highly related to each other.	1	2	3	4	5
3. There was too much redundancy. I was bored by the repetition of ideas.	1	2	3	4	5
4. There was a lot of irrelevant information in this course.	1	2	3	4	5
5. The workbook was excellently designed. It was easy to use and was of valuable assistance during the course.	1	2	3	4	5
6. Frequent reference to and use of the workbook was distracting.	1	2	3	4	5
7. The course had very serious gaps and lacked internal continuity.	1	2	3	4	5

8. The examples used to illustrate main points were excellent.	1	2	3	4	5
9. The vocabulary used contained many unfamiliar words. I often did not understand what was going on.	1	2	3	4	5
10. The pre-test and final exam questions did a good job of testing my knowledge of the main points in the course.	1	2	3	4	5
11. Many of the things I was asked to do or questions I was asked to answer during the course seemed like needless busy work.	1	2	3	4	5
12. At the end of the course I was still uncertain about a lot of things and had to guess on the final exam questions.	1	2	3	4	5
13. I believe I learned a lot, considering the time spent on this course.	1	2	3	4	5
14. I would recommend extensive modifications to this course before using it with other police officers.	1	2	3	4	5
15. After completing this course, I am more interested in detecting and apprehending drinking drivers than I was before.	1	2	3	4	5
16. Night sessions are good for a course like this.	1	2	3	4	5
17. The facilities were comfortable and were a pleasant place to take this course.	1	2	3	4	5
18. I would recommend this course to someone else.	1	2	3	4	5

19. The length of this course was about right.	1	2	3	4	5
20. Some instructors did a good job.	1	2	3	4	5
21. All instructors did a good job.	1	2	3	4	5
22. I was disappointed in this course.	1	2	3	4	5
23. I felt like this course was designed for me or someone with my years of experience and abilities.	1	2	3	4	5
24. I am not taking away many new ideas.	1	2	3	4	5
25. I had confidence in the knowledge of my instructors.	1	2	3	4	5
26. The visual materials used helped me learn and helped explain the concepts and principles taught in this course.	1	2	3	4	5
27. The length of each day in this course was just about right.	1	2	3	4	5
28. I felt the instructors were really concerned about whether the participants were learning.	1	2	3	4	5
29. I think police officers all over the country could benefit from attending this course for one week.	1	2	3	4	5

30. Please write down any concepts, suggestions or changes which you believe will improve this course. Thank you for your cooperation.

PART IV

INSTRUCTIONAL AIDS LOG

16 mm Filmed Situations

Nature of Film Log

The DWI Law Enforcement 16 mm film log prepared for the evaluation aids packet identifies and briefly describes the 54 16 mm film situations used in the DWI enforcement course. The primary purpose of the log is to assist the instructor in two areas.

First, the 16 mm film log provides the instructor with knowledge of what information is contained in the film situations before he sees them. The second purpose is to assist the instructor when presenting the film situations in the classroom. The logs give the number and type of situation, the reel the situation is on, the topic, the time that the situation will run and the major points to be brought out about the situation. This will enable the instructor to be sure that important information will not be overlooked.

The complete 16 mm film log covering the 54 filmed situations follows this discussion.

Use of the Film Log

The 16 mm film log should be used as one would use a script for a play. In other words, it should be reviewed before the

films are shown; used as a guide when they are being shown; and used to make sure that all points in the film are understood and that the subtle clues are brought to the attention of the class.

The film log provides a very practical means of knowing what is coming next and how many situations are left before the topic has been completed. It also provides a means of prepping a class to look for certain clues that the instructor wants to stress.

In using the log, the following points are important to note:

1. When more than one identification clue is given in Phase I, the first one is the most important. The clues are not necessarily listed in their order of appearance.
2. There are three seconds of black between each film situation. This allows the film to be stopped so that answers can be recorded on the student response cards and decisions can be made on the clues. There are also titles between each topic and each type of situation (demonstration, practice and test). The titles give the unit, phase, short title, type and number of situations in that group. The title is proceeded and followed by 3 seconds of black.
3. The instructor should follow the film situations by using the log. By reviewing the situation in the log when it is being discussed in the classroom, the instructor is assured the important information is covered.

Topic 4.2.3

Phase I — Reel #1

Identification Clues

Situation #	Running Time Min: Sec	Identification Clues (Behaviors)
1 Demo	0:11	1. Completely crosses yellow centerline on hill.
2 Demo	0:11	1. Jerky start at signalled intersection.
3 Practice	0:28	1. Improper passing -- over solid yellow line on curve. 2. Following too closely.
4 Practice	0:23	1. Failure to move vehicle with green light. 2. Inattention. 3. Pounding on wheel (emotion).
5 Practice	0:14	1. Overshot stop line (improper stop). 2. Turns into wrong lane. 3. No turn signal. 4. Speed (rapid approach to stop sign and rapid acceleration).
6 Test	0:38	1. Straddles solid double yellow line on curve. 2. Left wheels on center line.

Topic 4.2.3

Phase I Reel #1

Identification Clues

Situation #	Running Time Min: Sec	Identification Clues (Behaviors)
7 Test	0:18	1. Right-of-way (fail to yield to oncoming traffic). 2. Left wheels over broken yellow center line.
8 Test	0:13	1. Improper passing (clipping solid yellow line). 2. Following too closely. 3. No turn signal. 4. Cut other vehicle off.
9 Test	0:22	1. Driving with left wheels over solid yellow center line. 2. Overcompensates and right wheels hit shoulder (swerve).
10 Test	0:22	1. Dozing at wheel (slumped over wheel). 2. Improper parking (standing in traffic lane).

Topic 4.4.3

Phase I Reel #1

Stress Clues

Situation #	Running Time Min: Sec	Behavior	Roadway	Environments	Traffic	Time
11 Demo	0:23	1. Passing left turning car at intersection. 2. Tailgating. 3. No turn signal.	1. Blacktop 2. 2 lanes 3. Curbed 4. Dry	1. Dusk 2. Suburban 3. Residential	1. Light	1. 18:00 hours 2. Friday
12 Demo	0:23	1. Right-of-way (high speed exit from parking lot too close to patrol car). 2. Over center line. 3. Turns into wrong lane. 4. No turn signal. 5. Rapid acceleration.	1. Blacktop 2. 4 lanes (3 at start) 3. Uncurbed 4. Shoulder 5. Dry	1. Suburban 2. Light business	1. Light	1. 20:00 hours 2. Friday

Topic 4.4.3

Phase I Reel #1

Stress Clues

Situation #	Running Time Min: Sec	Behavior	Roadway	Environments	Traffic	Time
13 Practice	0:30	1. First right turn into wrong lane with no turn signal. 2. Second right turn from left lane. 3. No turn signal.	1. Blacktop 2. 4 lane 3. Curbed 4. Dry	1. Suburban	1. Light	1. 23:00 hours 2. Wednesday
14 Practice	0:19	1. Weaving in lane, striking curb several times.	1. Blacktop 2. 5 lanes 3. Center turn lane 4. Curbed 5. Dry	1. Suburban 2. Light business (shopping) 3. Street lights	1. Light	1. 00:30 hours 2. Thursday
15 Practice	0:35	1. Weaves onto shoulder several times. 2. Slow speed.	1. Blacktop 2. 2 lanes 3. Uncurbed 4. Shoulder 5. Dry	1. Suburban 2. Residential 3. Dusk 4. No street lights	1. Medium	1. 19:00 hours 2. Saturday

1.3.1

Topic 4.4.3

Phase I Reel #1

Stress Clues

Situation #	Running Time Min: Sec	Behavior	Roadway	Environments	Traffic	Time
16 Test	0:19	1. Littering (dropping beer can from driver's side of car).	1. Blacktop 2. Intersection 3. Curbed 4. Dry	1. Suburban 2. Recreational 3. Street lights	1. Light	1. 21:00 hours 2. Friday
17 Test	0:24	1. Failure to stop at stop sign. 2. No turn signal.	1. Blacktop 2. 6 lanes 3. Divided 4. Median 5. Curbed 6. Traffic control device 7. Dry	1. Urban 2. Light business (shopping) 3. Street lights	1. Light	1. 01:00 hours 2. Tuesday
18 Test	0:25	1. Right-of-way (erratic backing from driveway). 2. Kills engine. 3. Delay in head lights. 4. Rapid acceleration from standing start. 5. Loud muffler.	1. Blacktop 2. 2 lanes 3. Uncurbed 4. Shoulder (limited) 5. Parked vehicles 6. Dry	1. Suburban 2. Residential 3. No street lights	1. Light	1. 22:30 hours 2. Friday

Topic 4.4.3

Phase I Reel #1

Stress Clues

Situation #	Running Time	Behavior	Roadway	Environments	Traffic	Time
	Min: Sec					
19 Test	0:52	1. Speeding (45 mph in a 35 mph zone).	1. Blacktop 2. 2 lanes 3. Curbed 4. Wet 5. Parked vehicles	1. Suburban 2. Residential 3. Dusk	1. Light	1. 19:00 hours 2. Wednesday
20 Test	0:30	1. Left wheels cross center line. 2. Right turn from left lane.	1. Blacktop 2. 4 lanes 3. Curbed 4. Dry	1. Suburban 2. Light business	1. Light 2. Pedestrian	1. 23:30 hours 2. Wednesday
21 Test	0:16	1. Right turn from left lane at signal change. 2. Turn into wrong lane.	1. Blacktop 2. 4 lanes 3. Intersection 4. Curbed 5. Dry 6. Traffic control device	1. Suburban	1. Light	1. 23:00 hours 2. Monday

Topic 5.1.3

Phase II Reel #1

Apprehension Clues

	Min: Sec	Phase I Clues	Phase II Clues
22 Demo	0:16	None	1. Sudden stop. 2. Strikes curb.
23 Demo	0:37	None	1. Slow response. 2. Weaving. 3. Jumps curb.
24 Demo	0:24	None	1. Stopped with front of car in intersection. 2. Stopped in traffic lane. 3. Slow response.

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Topic 5.1.4

Phase II Reel #1

Clue Combinations

Situation #	Running Time Min: Sec	Phase I Clues	Phase II Clues
25 Practice	0:30	1. Weaving in lane. 2. Strikes curb.	1. Jumps curb. 2. Stops in traffic lane.
26 Test	0:45	1. Failure to stop at stop sign. 2. Strikes curb on right turn. 3. No turn signal.	1. Speeding (60 mph in a 50 mph zone). 2. Slow to respond. 3. Stops in traffic lane.
27 Test	1:00	1. Impeding traffic (25 mph in a 50 mph zone).	1. Stops in traffic lane.
28 Test	0:38	1. Failure to stop at stop sign.	1. Speeding (60 mph in a 50 mph zone). 2. Slow to respond. 3. Hard, quick stop.
29 Test	0:29	1. Tailgating.	1. Stops in traffic lane.

Topic 6.1.3

Phase III Reel #2

Investigation Clues

Situation #	Running Time Min: Sec	Identification (Phase I)	Reinforcement (Phase II)	Investigation (Phase III)
30 Demo	1:32	None	None	1. Profanity. 2. Flushed face. 3. Argumentative. 4. Chewing gum. 5. Admits to drinking (a couple of beers 2 or 3 hours ago). 6. Left bar 30 to 45 minutes ago. 7. Indifferent.
31 Demo	2:09	None	None	1. Cooperative. 2. Admits to drinking (a couple of beers on the way home from work). 3. Slow reaction. 4. Gives officer wrong card for registration (2 times).

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Topic 6.1.3

Phase III Reel #2

Investigation Clues

Situation #	Running Time Min: Sec	Identification (Phase I)	Reinforcement (Phase II)	Investigation (Phase III)
32 Demo	2:24	None	None	1. Smoking. 2. Flushed face. 3. Bruised face. 4. Admits to drinking (a couple of beers). 5. Does not want to talk. 6. Does not remember stop sign (violation). 7. Coughing. 8. Does not look at officer. 9. Presents operator's license only after lighting cigarette. 10. Nervous

Topic 6.2.3

Phase III Reel #2

Accumulated Clues

Situation #	Running Time Min: Sec	Identification (Phase I)	Reinforcement (Phase II)	Investigation (Phase III)
33 Demo	2:23	1. Slow to start on signal change to green. 2. Rapid acceleration.	1. Slow to respond. 2. Slow to stop.	1. Profanity. 2. Slow reaction to instructions. 3. Instructions must be repeated. 4. Gives owner's manual instead of registration. 5. Slow body movements. 6. Defensive.
34 Demo	2:30	1. Fluctuating speed. 2. Slight weave. 3. Impeding traffic.	1. Weaves on shoulder. 2. Unsure stop.	1. Smoking. 2. Slowed deliberate movements. 3. Speech slurred. 4. Slow to find operator's license. 5. Has to relight cigarette. 6. Quiet. 7. Odor of alcohol. 8. Admits to drinking (a couple of drinks -- "gin and tonic mostly tonic"). 9. Appears sleepy or sick -- states he feels good. 10. Slightly argumentative. 11. Polite.

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Topic 6.2.3

Phase III Reel #2

Accumulated Clues

Situation #	Running Time Min: Sec	Identification (Phase I)	Reinforcement (Phase II)	Investigation (Phase III)
35 Practice	3:06	1. Right wheels over broken white line separating lanes. 2. Runs over flare. 3. Barely misses disabled car. 4. Hits rolling spare tire.	1. Slow to respond. 2. Siren needed. 3. Slow stop.	1. Name dropping 2. Confused. 3. Slow to respond to directions. 4. Hesitates in answering questions. 5. Does not realize he is 30 miles from home. 6. Denies drinking. 7. Odor of alcohol.
36 Practice	2:01	1. Right turn from left lane. 2. Late turn signal.	1. Normal stop.	1. Must be told to turn radio down. 2. Opens and chews gum. 3. Defensive. 4. Argumentative. 5. Talkative. 6. Admits to drinking (2 glasses of wine 1 1/2 to 2 hours ago). 7. Denies violation.
37 Practice	2:21	1. No headlights on when driving down street.	1. Turns right on side street after being signalled to stop. 2. Slow to stop.	1. Talkative. 2. Fumbles with wallet for license. 3. Flustered. 4. Denies drinking. 5. Unsure of answers.

Topic 6.2.3

Phase III Reel #3

Accumulated Clues

Situation #	Running Time Min: Sec	Identification (Phase I)	Reinforcement (Phase II)	Investigation (Phase III)
38 Test	3:10	1. Wide right turn into wrong lane. 2. Speeding (45 mph in a 25 mph zone).	1. Normal stop.	1. Nervous. 2. Told to turn off vehicle motor. 3. Some profanity. 4. Denies violation. 5. Speech fast with words run together. 6. Denies hiding anything. 7. Empty wine bottle is found.
39 Test	1:48	1. Can dropped from driver's side of vehicle on left turn.	1. Normal stop. 2. Bag thrown from passenger's side of vehicle before stop.	1. Told to turn off vehicle motor. 2. Cooperative. 3. No registration (father's car). 4. Denies violation. 5. Male teenage driver and female teenage passenger. 6. Moisture rings on dash. 7. Denies drinking. 8. Driver 17 years of age. 9. Passenger hiding beer can.

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Topic 6.2.3

Phase III Reel #3

Accumulated Clues

Situation #	Running Time Min: Sec	Identification (Phase I)	Reinforcement (Phase II)	Investigation (Phase III)
40 Test	1:43	1. Fails to dim lights to oncoming traffic.	1. Normal stop from left lane to curb.	1. Quiet. 2. Defensive. 3. Told to turn vehicle motor off. 4. Speech thick -- slurred. 5. Slow movements.
41 Test	3:00	1. Impeding traffic. 2. Traveling in left lane -- no traffic in right.	1. Slow to react. 2. Turns car sharply to right. Stops on curb in a 45° angle in traffic lane.	1. Driver told to reposition vehicle. 2. Fumbles for registration in glove compartment. 3. Cooperative. 4. Nervous. 5. Told to turn vehicle motor off. 6. Admits to drinking (nothing much -- a couple of drinks). 7. Eyes glassy. 8. Speech slurred -- slow. 9. Actions slow -- deliberate.

Topic 6.2.3

Phase III Reel #3

Accumulated Clues

Situation #	Running Time Min: Sec	Identification (Phase I)	Reinforcement (Phase II)	Investigation (Phase III)
42 Test	3:58	1. Vehicle goes by exit ramp. 2. Stops at gore. 3. Backs into oncoming traffic. 4. Oncoming traffic must pull into left lane. 5. Turns into exit ramp. 6. Accelerates rapidly up exit ramp.	1. Weaving in lane. 2. Attempts to out-run patrol vehicle. 3. Runs stop sign. 4. Slow to stop. 5. Siren needed. 6. Stops on shoulder.	1. Told to turn vehicle motor off. 2. Gives officer ID card instead of operator's license. 3. Admits to drinking (one or two drinks - at a party). 4. Cooperative. 5. Flushed face. 6. Strong odor of alcoholic beverage. 7. Slightly defensive. 8. Slightly confused. 9. Claims to be experienced driver (25 years). 10. Continuously clears throat.
43 Test	1:46	1. Impeding traffic. 2. Driving in left lane -- no traffic in right lane. 3. Driver slouched over steering wheel. 4. Looks blankly at patrol vehicle as it crosses by.	1. Normal stop from left lane to curb.	1. Talkative. 2. Antagonistic. 3. Tired and wants to go home. 4. Admits to drinking (I had a drink or two). 5. Clothing disarranged.

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Topic 6.2.3

Phase III Reel #4

Accumulated Clues

Situation #	Running Time Min: Sec	Identification (Phase I)	Reinforcement (Phase II)	Investigation (Phase III)
44 Test	2:00	1. Exceeding safe speed. 2. Weaving in and out of traffic. 3. Cuts close to cars forcing them to move over.	1. Slow to respond. 2. Slow to stop.	1. Told to turn vehicle motor off. 2. Cooperative. 3. Admits to drinking (one drink, maybe two but not much). 4. Denies violation. 5. Blames other drivers.
45 Test	2:12	1. Speeding (45 mph in a 25 mph zone).	1. Slow to respond. 2. Normal stop.	1. Profanity. 2. Antagonistic. 3. Denies violation. 4. Trouble finding registration in wallet and then glove compartment. 5. Denies drinking. 6. Defiant.
46 Test	3:25	1. Right rear wheel goes over curb on right turn. 2. No turn signal. 3. Travels too close to parked cars.	1. Slow to respond. 2. Stops in traffic lane.	1. Driver told to pull car to curb. 2. Cannot find registration. 3. Denies violation. 4. Polite. 5. Slow to respond to questions. 6. Admits to drinking (not very much of a bottle of ripple).

Topic 6.2.3

Phase III Reel #4

Accumulated Clues

Situation #	Running Time Min: Sec	Identification (Phase I)	Reinforcement (Phase II)	Investigation (Phase III)
47 Test	1:59	1. Runs red light.	1. Siren used. 2. Normal stop. 3. Driver abruptly exits vehicle. 4. Driver keeps hand on vehicle.	1. Driver uses vehicle to steady himself. 2. Denies violation. 3. Belligerent. 4. Admits to drinking (a couple of beers a little while ago -- quite a while ago). 5. Eyes very bloodshot. 6. Strong odor of alcoholic beverage. 7. Denies bloodshot eyes (was light).
48 Test	2:47	1. Failure to yield right-of-way (rolls through flashing red signal).	1. Slow to respond. 2. Officer has to follow to side street and then to private drive.	1. Excited female driver. 2. Does not have registration. 3. Tries to smoke. 4. Tries to chew gum. 5. Nervous. 6. Denies drinking (when first asked). 7. Admits to drinking (one drink maybe two). 8. Not sure of time. 9. Eyes bloodshot. 10. Argumentative. 11. Driver feels since on private property not subject to enforcement action.

Topic 10.4.3

Phase III Reel #5

Accumulated Clues with Psychophysical Tests

Situation #	Running Time Min: Sec	Identification (Phase I)	Reinforcement (Phase II)	Investigation (Phase III)
49 Demo	8:53	1. Driving without headlights at night.	1. Slow to respond. 2. Normal stop.	1. Told to turn down radio. 2. No registration. 3. Admits to drinking (a couple of beers with supper). 4. Cooperative at first. 5. Cocky. 6. Wearing western boots and clothing. 7. Does not know distance of place he just left. 8. Becomes slightly uncooperative. 9. Profanity. 10. Tries to be funny.

Psychophysical Tests

1. Following instructions -- has to be told to do thing several times, wants to try before instructions are completed.
2. Walk from car -- uses car for support at first, slow, hands in pockets.
3. Time -- misses by 45 minutes (says 9:30 is 10:15).
4. Heel-to-toe -- slow, counts out loud, one extra step back, hands in pockets.
5. Balance -- slight sway.
6. Finger-to-nose -- has to be told how second time, with last left hand try starts to bring right hand around also, does not rotate arm.
7. Romberg -- slight sway.
8. Balance swing -- has to be told to take hands out of pocket, stiff, body moves with swing.
9. Alphabet -- missed.

Topic 10.4.3

Phase III Reel #5

Accumulated Clues with Psychophysical Tests

Situation #	Running Time Min: Sec	Identification (Phase I)	Reinforcement (Phase II)	Investigation (Phase III)
50 Practice	6:44	1. Left wheels and most of vehicle over solid double yellow line on curve.	1. Normal stop on shoulder.	1. Talkative. 2. Nervous. 3. Cooperative. 4. Driver is told he has brake light out. 5. Friendly.

Psychophysical Tests

1. Following instructions -- repeats same instructions, tries to start before instructions are done.
2. Walk from car -- unsure, uses car for support.
3. Heel-to-toe -- counts out loud, unsteady, wants to use arms for balance.
4. Balance -- wobbling.
5. Romberg -- slight sway.
6. Balance swing -- wobbling, stiff.
7. Finger-to-nose -- slow, misses first right.
8. Alphabet -- misses.

Topic 10.4.3

Phase III Reel #5

Accumulated Clues with
Psychophysical Tests

Situation #	Running Time Min: Sec	Identification (Phase I)	Reinforcement (Phase II)	Investigation (Phase III)
51 Test	5:05	1. Speeding (50 mph in a 35 mph zone).	1. Normal movement from left lane to curb. 2. Travels along curb for long distance before stopping.	1. Face flushed. 2. Criticizes officer. 3. Officer must repeat instructions. 4. Looks for but cannot find registration. 5. Told to turn vehicle motor off. 6. Dressed in suit, tie and top coat. 7. Admits to drinking (just had a couple of bourbons -- just two). 8. Retired army sergeant major (World War II, Korea and Viet Nam).

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Psychophysical Tests

1. Following instructions -- repeats same instructions out loud.
2. Walk from car -- keeps one hand on car while walking around it.
3. Heel-to-toe -- instructed to take 8 steps forward only takes six.
4. Romberg -- slight sway.
5. Balance -- does lift foot off ground (just moves it ahead on ground) until reminded to do so by officer.

Topic 10.4.3

Phase III Reel #6

Accumulated Clues with Psychophysical Tests

Situation #	Running Time Min: Sec	Identification (Phase I)	Reinforcement (Phase II)	Investigation (Phase III)
52 Test	7:02	1. Weaving in lane.	1. Slow to respond. 2. Strikes curb with right front wheel when stopping.	1. Slow finding license. 2. Cooperative. 3. Drops wallet when tries to return to pocket. 4. Slow in picking up wallet. 5. Painting materials in vehicle. 6. Dressed in working clothes. 7. Odor of alcohol. 8. Eyes do not respond to light properly. 9. Admits drinking (I had a couple).

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Psychophysical Tests

1. Instructions -- follow and understands instructions.
2. Walk from car -- uses car for balance at start, slow, hits foot on curb.
3. Time -- misses by 1 1/2 hours (says 7:30 when is a little after 9:00).
4. Finger-to-nose -- counts out loud, moves slow especially when moving toward nose.
5. Romberg -- slight sway.
6. Balance -- wobble, hits ground with left foot.

Topic 10.4.3

Phase III Reel #6

Accumulated Clues with Psychophysical Tests

Situation #	Running Time Min: Sec	Identification (Phase I)	Reinforcement (Phase II)	Investigation (Phase III)
3 1st	6:11	1. Left turn from right lane. 2. No turn signal.	1. Normal stop.	1. Black male driver -- sports clothes. 2. White male passenger -- sports clothes. 3. Unopened six pack of beer on floor of vehicle. 4. Admits to drinking (had a couple of cocktails). 5. Knee operation five years ago. 6. Polite. 7. Cooperative. 8. Passenger gives officer bad time, is told to return to car or be arrested.

Psychophysical Tests

1. Instructions -- follows instructions well.
2. Walk from car -- normal.
3. Heel-to-toe -- slight stumble during turn.
4. Finger-to-nose -- does well.
5. Romberg -- normal.

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Topic 10.4.3

Phase III Reel #6

Accumulated Clues with Psychophysical Tests

Situation #	Running Time Min: Sec	Identification (Phase I)	Reinforcement (Phase II)	Investigation (Phase III)
54 Test	4:54	1. Runs stop sign on right turn. 2. Swings wide into wrong lane on right turn, then corrects.	1. Normal stop. 2. Stops on shoulder.	1. Female driver. 2. Cooperative. 3. Flirts with officer. 4. Not sure of distance home. 5. Admits to drinking (2 or 3 Tom Collins). 6. Registered nurse.

Psychophysical Tests

1. Instructions -- follows instructions but tries to seduce officer.
2. Walk from car -- uses officer for support.
3. Romberg -- needs support.
4. Finger-to-nose -- when instructed to use left hand, uses right. Slow.
5. Alphabet -- first try fast, second halting.

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Video Tape Segments

Nature of Video Tape Recording Log

A video tape recording (VTR) log for the eleven VTR segments prepared for use in this course has been placed at the end of this discussion. The VTR log provides information on what is contained in each VTR segment of the DWI enforcement course. Of the eleven VTR segments one is on the effects of alcohol in the human body (Topic 2.1.2), two are on medical aspects (Topics 8.2.3A and 8.2.4A), four are on psychophysical evaluations (Topic 10.3.4) and four are on court testimony (Topics 14.1.2 and 14.1.3).

The VTR Logs primarily provide basic information on what will be seen in the VTR segments. There is one exception to this. The log covering the segments on Topic 10.3.4, psychophysical evaluations, contains background information on the drinking subject. This log includes a physical description of the subject, the subject's drinking experience and data on the controlled drinking session in which the subject is participating. The log also gives notes on the psychophysical evaluations if there is behavior to be pointed out.

Use of the Video Tape Recording Log

Basically, the same type of use is made of the VTR log as is made of the 16 mm film logs, i.e., the log is used to aid the instructor in presenting the visual aid material. There are some differences, however, in the use of the log for Topic 10.3.4.

First, in the psychophysical segments after the psychophysical evaluations are administered, there is three seconds of blank or dead tape before the subject is asked how he feels and something about himself and the drinking he has been doing. This space allows the instructor to turn off the VTR and hold a discussion with the class on the subject and how he has completed the evaluations. The instructor can also ask the class to estimate the BAC of the subject.

Another difference in the log to Topic 10.3.4 is the additional information in the log on the subject and the controlled drinking session. The instructor may give this information to the class after the VTR segment to increase their knowledge of the segment. This gives the student more data with which to analyze the segment.

Topic 2.1.2A

Tape #1

Effects of Alcohol on the Human Body

Segment #	Running Time Min: Sec	Description of Material
1	12:00	I. Physiological Process of Absorption, Metabolism and Elimination: a. Absorption b. Metabolism c. Elimination II. Individual Tolerance in Alcohol Use: a. Definition b. Explanation c. Individual Differences III. Effects of Alcohol on Brain and Body Functions: a. Blood Alcohol Concentration b. Impairment

Topic 8.2.3A

Tape #1

Symptoms of Dangerous Medical Problems of the Intoxicated

Segment #	Running Time Min: Sec	Description of Material
2	14:00	I. Symptoms of Dangerous Medical Problems of the Intoxicated: a. Physiological (1) Respiration (2) Coma (3) Circulation b. Psychological (1) Alcoholism (2) Delirium Tremens (3) Hallucinations

Topic 8.2.4A

Tape #1

Pathological Conditions with Symptoms Similar to Alcohol Influence

Segment #	Running Time Min: Sec	Description of Material
3	30:00	I. Case Study of an Arrested Diabetic. II. Pathological Conditions with Symptoms Similar to Alcohol Influence: a. Diabetes b. Carbon Monoxide Poisoning c. Brain Concussion

SSP

Topic 10.3.4A Tape #2

Psychophysical Evaluations

Segment #	Running Time Min: Sec	Subject Description	Drinking Data
4 Subject #1	9:13	1. Male. 2. 29 years old. 3. 178 lbs. 4. Has been drinking for 11 years. 5. Drinks about once a week. 6. Drinks 6-8 beers in 4-6 hours each time.	1. 7 ounces of 86-proof scotch (with water). 2. Consumed in 2 hours. 3. BAC at time of evaluation 0.10%. 4. Maximum BAC reached during session 0.11%. 5. Had been finished drinking for 30 minutes when taped.

Notes on Psychophysical Evaluations

1. Misses time by 20 minutes.
2. Eyes -- medium bloodshot.
3. Odor of alcohol, medium.
4. Peripheral vision -- misses 3 times.
5. Finger-to-nose -- has to be retold to bring hand straight back.
6. Balance swing -- hit floor with swinging foot.

Topic 10.3.4A

Tape #2

Psychophysical Evaluations

Segment #	Running Time Min: Sec	Subject Description	Drinking Data
5 Subject #2	11:04	1. Male. 2. 27 years old. 3. 180 lbs. 4. Has been drinking for 8 years. 5. Drinks about 5 times a week. 6. Drinks 2-3 martinis in 2 hours each time.	1. 10 ounces of 80-proof vodka (straight). 2. Consumed in 3 hours. 3. BAC at time of evaluation, 0.08%. 4. Maximum BAC reached during session, 0.10%. 5. Had been finished drinking for 1 hour when taped.

Notes on Psychophysical Evaluations

1. Basic stance -- does not stay in.
2. Dropped wallet.
3. Missed time by 5-15 minutes.
4. Peripheral vision -- missed 2 times.
5. Heel-to-toe -- stumbles first time, succeeds second time -- unsteady.
6. Finger-to-nose -- instructions have to be repeated to get him to do it right.
7. Cocky.

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Topic 10.3.4A

Tape #2

Psychophysical Evaluations

Segment #	Running Time Min: Sec	Subject Description	Drinking Data
6 Subject #3	11:45	1. Female. 2. 29 years old. 3. 135 lbs. 4. Has been drinking for 11 years. 5. Drinks about 4-5 times a week. 6. Drinks 6-10 beers or scotches in 3-4 hours each time.	1. 7 ounces of 86-proof scotch (with water). 2. Consumed in 1 hour. 3. BAC at time of evaluation 0.11%. 4. Maximum BAC reached during session, 0.13%. 5. Had been finished drinking for 20 minutes when taped.

Notes on Psychophysical Evaluations

1. Drops car key when getting license from purse.
2. Missed time by 5 minutes.
3. Laughs when doing eye dilation.
4. Eyes slightly bloodshot.
5. Medium odor of alcohol.
6. Peripheral vision -- missed 4 times.
7. Laughing and comical throughout testing.
8. Says she has had 8 ounces of scotch, she only had 7 ounces.
9. Talkative.

Topic 10.3.4A

Tape #2

Psychophysical Evaluations

Segment #	Running Time Min: Sec	Subject Description	Drinking Data
7 Subject #4	9:02	1. Male. 2. 26 years old. 3. 160 lbs. 4. Has been drinking for 8 years. 5. Drinks about 2-3 times a week. 6. Drinks 5-6 vodkas in 3 hours each time.	1. 10 ounces of 80-proof vodka (with 7-up). 2. Consumed in 2 hours. 3. BAC at time of evaluation, 0.11%. 4. Maximum BAC reached during session, 0.12%. 5. Had been finished drinking for 35 minutes when taped.

Notes on Psychophysical Evaluations

1. Missed time by 1 hour.
2. Eyes heavily bloodshot.
3. Heavy odor of alcohol.
4. Blank stare.
5. Peripheral vision -- missed 3 times.
6. Heel-to-toe -- slight balance problem.
7. Finger-to-nose -- has to be reminded to close eyes, to bring arm back.
8. Balance swing -- hits foot on floor and has balance problems.

Topic 14.1.2C

Tape #3

Presenting Testimonial Evidence

Segment #	Running Time Min: Sec	Direct Examination		Officer Performance
8	18:52	Case:	- People vs John Doe.	- Neat appearance.
			- John Doe charged with driving a motor vehicle while intoxicated.	- Imprecise use of the English language.
		Officer:	- Age 36, Deputy Sheriff, 6 1/2 - 7 years experience.	- Does not give a good description of what took place.
		Time:	- Saturday night (Sunday morning) 2:00 am, April 17, 1974.	- Gives many poor responses -- ya, uh huh.
		Place:	- Aurelius Road, Town Township, Blackacre County.	- Indecisive about some answers.
			- Defendant alone in black Chrysler northbound.	
			- Officer alone southbound in marked patrol car.	
		Identification Clues:	- Defendant's car crossed centerline; officer turned and followed. Defendant's car crossed centerline again.	
		Reinforcement Clues:	- Officer stopped defendant's vehicle. Defendant made normal stop.	

Presenting Testimonial Evidence

Running Time Min: Sec	Direct Examination	Officer Performance
18:52	Investigation Clues*: - Defendant fumbled through wallet for license. - Officer "smelt beer" on subject's breath. - Defendant's eyes bloodshot, shirt unbuttoned, had trouble standing up -- staggering a little bit, could not keep his balance, clothes disarranged. - Officer had defendant walk straight line -- defendant did not do very well, limped, sort of staggered on one leg. - Defendant's trousers scuffed-up at knees. - Defendant admitted to drinking 12 beers in a bar down the street. - Defendant told officer that he had a fight with his wife and for the last couple of hours had been drinking. *Note: After arresting defendant, officer read him the "Rights Form" (Advice of Rights for Chemical Test) and "Advising a Person of His Rights Form" (Miranda Rights).	

Topic 14.1.3B

Tape #3

Defense Tactics in Court Testimony

Segment #	Running Time Min: Sec	Defense Tactics	Officer Performance
9	13:02	- Tries to discredit the officer. - Tries to show that all driving behaviors were normal except for two minor ones. - Tries to stress the normal aspects of the defendant's driving. - Tries to stress the defendant's normal behaviors. - Tries to blame the defendant's fumbling for his license on (1) talking to officer at the same time, and (2) the officer shining his flashlight in the defendant's eyes both while the defendant was trying to find his license. - Tries to bring doubt of the officer's observations of the odor of alcohol especially when officer had testified he "smelled beer."	- Neat appearance. - Gives poor responses -- hum, ya. - Seems indifferent. - Unsure of some answers. - Tries to defend his "smelt beer" statement.

Topic 14.1.3B

Tape #3

Defense Tactics in Court Testimony

Segment #	Running Time Min: Sec	Defense Tactics	Officer Performance
10	10:28	- Tries to discredit officer by showing the officer has not filled out completely the AIR form. - Tries to discredit officer by showing officer does not have special training in drunk driving enforcement. - Tries to discredit officer by showing officer does not know purpose of questions on AIR form. - Tries to show that the nervousness of being stopped by a police officer was the reason for the defendant fumbling for his license. - Tries to show that other persons who have not been drinking use car for support when stopped by officer. - Tries to discredit officer because of personal biasis regarding certain dexterity tests.	- Neat appearance -- maintains superior, aloof attitude. - Gives poor responses -- uh hum, hum. - Not descriptive. - Unsure of some answers.

Topic 14.1.3B

Tape #3

Defense Tactics in Court Testimony

Segment #	Running Time Min: Sec	Defense Tactics	Officer Performance
11	18:41	- Tries to discredit officer by showing that officer did not use other dexterity tests available. - Tries to explain bloodshot eyes by the use of the example of the officer having bloodshot eyes from being tired. - Tries to explain the defendant's staggering walk as his normal way of walking. - Tries to show that unbuttoned shirt is not unusual for people to have. - Tries to show that defendant's attitude and behavior was not that of one who is under the influence. - Tries to discredit officer by bringing doubts of the officer's responses on the AIR form. - Tries to show that the defendant's legible signature was one of a person not under the influence. - Tries again to discredit officer by bringing-up that the officer reported smelling beer. - Tries to show that the officer is biased because of the officer's religion (Mormon) and that the officer does not believe in drinking and drinking and driving.	- Neat appearance. - Poor responses -- ya, yup. - Shows temper. - Gets flustered.

Transparencies

Nature of the Transparencies

A list of the sixty-one transparencies prepared for the DWI enforcement course may be found on the next page. There are twelve transparencies for Subject #1, fifteen for Subject #2, fifteen for Subject #3, fourteen for Subject #4, one for Subject #6, one for Subject #7 and three for subject #8. The list identifies the subtopic reference number for location in the Instructor's Manual.

The transparencies were prepared as an instructional aid for the instructor when presenting the content of a particular topic. These transparencies provide the instructor with an additional aid for either explaining or emphasizing a particular point. They have been prepared on various colored backgrounds in order to obtain the maximum visual impact and facilitate their use. The set of sixty-one transparencies has been placed in the Instructional Aids Packet.

Use of the Transparencies

The proper use of each transparency and its placement in the instructional sequence is described in the reference and aids columns of the learning activity sections in the Instructor's Manual. Each lesson plan in the Instructor's Manual identifies the transparencies needed for the lesson and the learning activities section of the lesson identifies its appropriate use and placement. The instructor should select and review those transparencies he intends to use prior to teaching each lesson.

DWI ENFORCEMENT COURSE

LIST OF TRANSPARENCIES

Unit	Title	Topic	Number of Transparencies
1.1	Course Objectives	1.1.1-A.	6
1.1	Course Schedule	1.1.2-B.2	1
1.1	Student Classroom Learning Activities	1.1.2-E.1	2
1.1	Student Laboratory Learning Activities	1.1.2-E.2	1
1.1	Social Learning Activities	1.1.2-E.3	1
1.1	Five Evaluation Methods	1.1.3	1
2.2	Classification of Drinking Drivers	2.2.2-A.3	3
2.2	National Statistics on Alcohol and Highway Safety	2.2.3-A.2.b	1
2.2	Driver's Odds of Involvement in Accident	2.2.3-A.2.f	1
2.2	Distribution of Fatal Drivers by BAC (see also 2.2.3-C.1.i)	2.2.3-C.1.e	1
2.2	Distribution of Fatal Drivers by Hour of Accident (see also 2.2.3-C.1.e)	2.2.3-C.1.i	1
2.2	Comparison of Moving Violations of Fatal Drivers and Sample of Driving Population	2.2.3-C.1.k	1
2.2	Number and Percent of Drivers in Accidents at Specified Alcohol Levels Compared with Control Group	2.2.3-C.2.e	1
2.2	BACs of Fatal Drivers and Probability of Accident	2.2.3-C.2.i	1
2.2	BAC $\geq$ .10 and Fatal Accidents	2.2.3-C.3.a	1
2.2	BAC Differences Between Responsible and Non-Responsible Drivers	2.2.3-C.4.b	1

LIST OF TRANSPARENCIES (continued)

Unit	Title	Topic	Number of Transparencies
2.2	Fatal Accidents in California--1962-68	2.2.3-C.4.c	1
2.2	Fatal and Injury Accident Rates--1968	2.2.3-C.5.c	1
2.2	Probability of Involvement with DWI in Certain Point of Time	2.2.3-C.5.d	1
3.1	Alcohol Consumption	3.1.3-A.2.a	1
3.1	Alcohol Consumption and Driving	3.1.3-A.3.a	1
3.1	Comparing BAC to Drinks Required	3.1.3-A.5.a	1
3.1	Distribution of Drivers by BAC (see also 3.1.4-A.1.a)	3.1.3-B.2.g	1
3.1	Distribution of Drivers by BAC and Age Groups (see also 3.1.3-C.2.g)	3.1.4-A.1.a	1
3.1	BAC Distribution by Age of Driver Subgroups	3.1.4-A.1.b	1
3.1	Percent of Drivers on Road With Various BACs	3.1.5-A.2	1
3.1	Violation Estimates	3.1.5-B.1.a&b	3
3.1	Deterrence Factor in Alcohol Enforcement Patrol	3.1.6-A.1	1
3.2	Locations of Drinking	3.2.3-A.1	1
3.2	Locations of Drinking Drivers	3.2.3-B.2.c	1
3.2	Number of Persons with BACs at Specific Points of Time	3.2.4-A.2.d	1
3.2	Percent of Drinking Drivers by Time of Night	3.2.4-A.2.e	1
4.1	Four Types of Detection Methods	4.1.4-A (#1)	1
4.1	DWI Enforcement Assumption	4.1.4-A (#2)	1
4.1	Surveillance Method in DWI Enforcement	4.1.4-A.1	1

LIST OF TRANSPARENCIES (continued)

Unit	Title	Topic	Number of Transparencies
4.1	Stopping Drivers for Non-Moving Violations	4.1.4-A.2	1
4.1	Contacting Drivers Involved in Accidents	4.1.4-A.3	1
4.1	Stopping Drivers for Roadside Checks	4.1.4-A.4	1
4.1	Four Detection Phases	4.1.5-B., 4.1.5-B.1, 4.1.5-B.2, 4.1.5-B.3, 4.1.5-B.4, 4.1.5-C.	6
4.1	Types of Clues by Detection Phase	4.1.5-D.	1
4.4	Detection Clues Related to Environment	4.4.3-A.	1
6.2	Decision Matrix on Accumulated Detection Clues	6.2.3-C.1	1
7.1	Detection Clue Decision Flow Chart	7.2.3-A.3	1
8.1	Enforcement Alternatives	8.1.1-A.	1
8.3	When to Advise of Miranda Rights	8.3.3-A.3.b	1
8.3	Miranda Rights	8.3.3-A.4	1

*U.S. GOVERNMENT PRINTING OFFICE:1974 626-348/[illegible] 1-3